

**USING CUE CARDS TO IMPROVE THE WRITING ABILITY OF THE
8TH GRADE STUDENTS AT SMPN 1 REMBANG IN THE ACADEMIC
YEAR OF 2013/2014**

A Thesis

Presented as Partial Fulfillment of the Requirements
to Obtain a *Sarjana Pendidikan* Degree in English Language Education
Department



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2014**

APPROVAL SHEET

**USING CUE CARDS TO IMPROVE THE WRITING ABILITY OF 8TH GRADE
STUDENTS AT SMPN 1 REMBANG IN THE ACADEMIC YEAR OF 2013/2014**

A Thesis



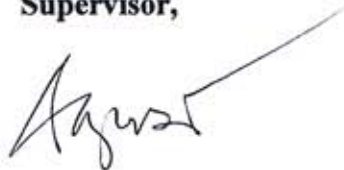
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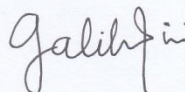
Students at SMPN 1 Rembang in the Academic Year of 2013/2014

Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya tulis ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 29 September 2014

Penulis,



Galih Ambarini

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DEDICATIONS

I dedicate this hard-earned thesis to:

1. My beloved mother and father,

Thank you for everything that makes me who I am right now.

2. My brothers and sisters,

Thank you for simply being in my life.

3. My friends,

Thank you for occasionally making my life easier. My life will not be hard enough without you.

MOTTOS

"Some women are lost in the fire. Some women are built from it."

-Michelle K.

"People will kill you over time. How they'll kill you is with tiny,

harmless phrases, like 'Be realistic'."

-Dylan Moran

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The researcher would like to express her gratitude to all those who gave her the possibility to complete this thesis.

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Finally, I truly hope that this thesis will be useful for the readers. However, I realize that this thesis is very far from being perfect. Therefore, any kind of criticisms and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, September 19th 2014

Galih Ambarini

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ABSTRACT

This research is aimed at improving the writing ability of 8th grade students at SMPN 1 Rembang in the academic year of 2013/2014 by using cue cards.

The research was carried out through action research that consisted of two cycles. Each cycle consisted of two meetings. The researcher worked collaboratively with the English teacher, the students, and the collaborator. The data were obtained from the observation during the implementation of the actions; interview with the teacher and the students of VIIID; the pre-test and post-test; the discussion with the English teacher; and the questionnaire given to the students. The data were in the form of field notes, observation checklists, interview transcripts, the students' writing scores, questionnaire results, and photographs. The validity of the data was gained by applying democratic, outcome, process, and dialogic validity. To get the trustworthiness, the researcher used a triangulation technique. It was done by gathering data from different points of view, including the students', the teacher's, and the collaborator's.

The results of the research show that there is improvement on the students' writing ability through the use of cue cards. The students made improvement in some aspects, including generating ideas, vocabulary, text organization, and motivation. They were able to generate ideas by themselves because of the clear visualization portrayed in the cue cards. They learned many new vocabulary items. They could organize their texts correctly. They were motivated in joining the activities in the classroom. Moreover, they were not reluctant anymore to ask the teacher questions, especially when the teacher walked around the class and looked at the students' writing work personally. The research findings were also supported by the result of means of the students' writing scores that improved from 68.36 in pre-test to 80.37 in post-test.

Key words: cue cards, media, teaching writing

CHAPTER I INTRODUCTION

A. Background of the Study

There are 4 skills in language. They are reading, writing, listening and speaking. The writing skill is the one of the significant skills that one should master nowadays since written language is getting more popular in everyday use. According to Abbas (2007:203), one of the characteristics of the 21st century is that English has changed in terms of the language use: the spoken language which is very dominant will be followed by the more dominant written language. It can be concluded that people are required to use more written language in the meantime.

Writing in English is one of the language skills that should be mastered by junior high school students according to the School-Based Curriculum (SBC or KTSP). It is mentioned in the Standards of Competence and Basic Competences that the students are expected to have good ability in writing certain text types. They are descriptive, procedure, recount, narrative, report, and short functional texts. The students are not only required to understand the texts, but also to produce the texts by themselves.

However, it is not easy to try writing in a foreign language. In line with this idea, Richards and Renandya (2002:303) also state that there is no doubt that writing is the most difficult skill for L2 learners to master. They argue that the skills involved in writing are highly complex, and L2 learners have to pay attention to higher level skills of planning and organizing as well as lower level

skills of spelling, word choice, punctuation, and so on. Not only do the difficulties lie in generating and organizing ideas, but also in translating the ideas into readable text. Even so, L2 learners still have to be able to write well since this skill enhances language acquisition because learners can experiment with words, sentences, and larger scopes of writing to communicate their ideas and to practice the grammar and vocabulary that they have learned.

Moreover, the writing skills of the students in the junior high school where the research was conducted is not as expected. It could be seen from the results of the previous tests given by the English teacher, the observation held, and the interview with the teacher. It is rather disappointing that the students' writing skill there is so low, seeing the fact that writing language is now getting more popular and people tend to use it more that it is important for the students to master it. The students' low writing ability can be seen from the following aspects: the process of generating ideas, the vocabulary mastery, the text organization and grammatical features.

Most junior high school students still have difficulties in generating ideas. They do not know what to write and how they will start their writing. Generally, the teacher will give a stimulus to the students with various techniques. Other than that, the students can not apply an appropriate organization of a text according to the standard generic structure as well. They just know the theory of the generic structure without applying it to their own texts. Most of them also still directly translate Indonesian sentences into English with the help of dictionary. This results in wrong words usage and unnatural English. To deal with this matter, the

students should improve their understanding in English grammar and English vocabulary mastery.

The students' lacks in writing skills are also seen in SMPN 1 Rembang. From the observation done, the problems the students have in writing skills are related to a number of factors. From the interview done with the English teacher, it turned out that students had a mindset that English is not a fun subject to learn. The students had difficulties in developing ideas and even lacked in the idea itself. They mostly made grammatical and organizational errors in their writings because they did not know the basic rule and the concept of writing. The teacher also rarely used interesting media to teach writing. Furthermore, the school did not provide any media for the teacher to teach writing.

The questionnaires handed out to the students about their learning style preference proved that their major learning style preference was visual. This fact can be used as one of the considerations in deciding the suitable solution for the problems found.

Looking at the factors that might cause the problem, the researcher decided to use cue cards as the solution for teaching writing. A cue card is one of the picture media in teaching. Kemp and Smellie (1989) stated that media will make the instruction more interesting. It will help the teacher to break the students' mindset that English is not fun. It can also make the class less boring and monotonous because the teacher never used cue cards before while on the other hand also provide media for the teacher that can be used repeatedly. Harmer (2004:67) states that some situations, grammar and vocabulary works can be particularly presented

by pictures. Furthermore, when they look at the pictures, each student will have their own imagination inside the picture. That means that the teacher may use cue cards, which have a picture element in it, to teach writing since it can help the students in generating their ideas. The teacher can also demonstrate how to write better in terms of text organization using the cue cards. In teaching descriptive text, the researcher used series of pictures and caption to explain the generic structure. For example, the caption containing general information and the first picture was supposed to be described in the first paragraph, which is the orientation. In recount text, the researcher taught the organization using series of pictures portraying events because it gave cleaner details to the students. For example, the orientation was shown in the pictures by looking at the characters, place and time (setting). The events were clearly depicted by the visuals, while the re-orientation could be seen in the characters' facial expressions or details of the picture. Smaldino et al (2004: 82-83) state that one of the roles of visuals in instructional process is to simplify information which is difficult to understand. When it is more difficult to explain the organization of a text only with words, the visualization gives a clearer description that the students can understand more easily.

B. Identification of the Problems

In identifying the problems, the researcher carried out three activities, namely directly observing the teaching and learning process in the classroom, interviewing the English teacher and the students, and handing out questionnaires for the students to fill. Those actions were conducted on December 24th, 2013.

Here is the result of the observation based on the teaching and learning process in the classroom.

After the bell rang, the students moved to the multimedia room to have an English class (They use it approximately once a month to use the projector since their original class was not occupied with one.). The classroom was clean, but the seating arrangement did not let some students at the back row see the teacher's explanation comfortably. The lesson started at 8.00 because they had to clean the school environment every Friday morning before the class started. The English teacher greeted the students. **Some students answered, some did not, and some were just noisy.** The teacher then introduced the observer to the students formally. After that, the teacher began his teaching, continuing the previous meeting's material. He asked some questions regarding the material. **Only a few answered his questions, while some did not even open their books yet.** The class was held in multimedia room where there were computers on each table. **After some time, the students started to get bored and played with the computer although it was not turned on.** They just played with the mouses and keyboards. **When explaining the material, some difficult words were found, but the students did not look them up in the dictionary since there were only a few students who brought it.** There were actually dictionaries in the library, and the teacher explained that he usually let the students to borrow it, but they did not that day. **Some students who actually brought the dictionary were reluctant to open it. When asked about some words contained in the text, the students had difficulties in answering because they had limited vocabulary items.** Some students even joked about it and did not actually answer. **After observing the students' works, it was obvious that the students did not have enough ideas to develop.** The writing work would be stuck at some point and they would start chatting. It was not easy for them to write longer texts. **They could not arrange the organization of the text well either.** They did not understand the concept of main ideas and supporting ideas. **When the observer asked the teacher, he said that the students were struggling on understanding tenses as well.** The grammatical errors often came from the wrong use of tense.

(Vignette 1, December 24th 2014)

Based on the process described in Vignette 1. The researcher and the collaborator discussed some problems found during the teaching and learning process. Firstly, it was related to the students. They were not motivated to learn English in the classroom that some students were not ready when the class was about to begin. Some of the students were noisy in class indicating that they were

not paying attention to the teacher. It turned out that most of the students had a mindset that English is a difficult subject and they did not even make an effort. Even though the skill taught that day was writing which was a productive skill, almost all of the students did not bring a dictionary. The teacher said in the interview that the students still lacked in vocabulary mastery. Therefore, when productive skills were taught, the students did not bring any dictionary which they were supposed to. Actually, dictionaries were available in the library for the students to borrow, but they were not willing to borrow it. A few of students actually brought their own dictionary, but they were reluctant to open it when it was needed. The students also had low motivation in learning English. It was shown by their little interest during the teaching and learning process. When the researcher checked the students' writing, the researcher found that the students had difficulties in generating ideas. The proofs were: the texts written were mostly short; many details were missing in the text; and there were not many supporting ideas to support the main idea in the text. The students had difficulties in organizing their texts as well. Their texts were badly organized. Some texts did not focus on the subject supposedly written, some discussed different topics in one paragraph, and some others were not developed well. They also lacked in vocabulary mastery that they would use wrong words. Thus, their ideas were wrongly expressed in their sentences. Other than that, the students would just translate their sentences directly from Indonesian and their sentences ended up being unnatural. Another problem related to the students was the students' difficulties in writing with the use of correct grammar. Some students still could

not spell English words well, even for the common English words. They also could not arrange their sentences well that sometimes their sentences did not make any sense.

The second problem was concerned with the teacher. The teacher could not attract the students' attention that the students did not show their interests in answering the teacher's questions.

The last problem was related to the media used during the teaching and learning process. The media used by the teacher was not sufficient. Sometimes the teacher would use the computer room to show the students slide shows/ videos by using a projector. The teacher used the computer room because only a few classes were occupied with a projector. However, it was done approximately only once a month. The teacher rarely used media to teach English, especially for writing skills that the teaching process was quite monotonous.

Other than the results gained from the field notes, the researcher also used questionnaires to know more about the factors that may cause the problems. After distributing the questionnaires about the students' learning style preference, the researcher found that the major learning style preference of class VIID students in SMP N 1 Rembang was visual.

Based on the results of the interview, questionnaires, and observation conducted with the teacher and the students, there were some problems that could be identified. When the teacher came to the class, the students were still not ready to study. Some of the students made noise in the class. The students were bored during the teaching and learning process of writing. The students gave little

attention to the teacher's explanation. The students did not bring any dictionary. Some students were reluctant to open the dictionary. Some students showed low interest in answering the teacher's questions. The media used by the teacher was not sufficient. The media used by the teacher could not motivate and give the students enjoyment in participating in the teaching and learning process. The students had low motivation in learning. The students had limited vocabulary mastery and sometimes used wrong English words to express their ideas. The students considered writing as a difficult skill to master. The students lacked idea to write. Most of the students had difficulties in generating and developing ideas in writing a text. Other than that, the students found it difficult to organize sentences into good paragraphs that they did not organize their texts according to the generic structure taught. They also directly translated their Indonesian sentences into English.

In conclusion, all aspects related to the students, the teacher, the material, and the media need to be improved. The improvement can be reached by finding ways which could minimize the problems mentioned above and at the same time improve the quality of the teaching and learning process.

C. Limitation of the Problems

Based on the explanation above, there are many problems that can be found. However, based on the discussion with the collaborator and the consideration of the urgency and the feasibility of the problems, the research only focused on the use of media, especially cue cards, to be used for teaching writing for the 8th grade Junior High School students.

The reason for the limitation is that the media can be crucial case in teaching the writing ability of the students. The researcher and the collaborator decided to use picture-based cue cards with several supporting reasons to improve the students' writing skills. Cue cards are considered as effective media to improve the students' writing ability. Harmer (2004:67) stated that some situations, grammar and vocabulary works can be particularly presented by pictures. That will allow the students to generate and develop their ideas in the process of writing, help them to organize their texts, improve their vocabulary mastery, and enhance their motivation in learning English. Furthermore, it has never been used in SMPN 1 Rembang as media in teaching writing. In light of this view, a research study was conducted by focusing on improving the writing ability of the students in SMPN 1 Rembang by using cue cards.

D. Formulation of the Problem

From the identification and limitation of the problem above, the problem is formulated as follows: How can cue cards be used to improve the 8th grade students' writing ability at SMPN 1 Rembang?

E. Objective of the Study

In line with the formulation above, the objective of this study is improving the 8th grade students' writing ability at SMPN 1 Rembang by using cue cards.

F. Significance of the Study

1. For the researcher, the result of this research can develop her experience related to her knowledge in research on education and English teaching, especially for writing.

2. As the collaborator, the English teacher of SMPN 1 Rembang and the researcher's colleague can use the findings of this study as a source of information in applying cue cards as the media to teach English writing skills.
3. For the students, the result of this research is expected to give them new experience in English learning, especially in learning writing so they can be more motivated to develop their abilities.
4. For the teachers, the result of this research is expected to provide them with alternative media to teach writing. It is also expected to motivate the teachers to be more creative so the students will be more enthusiastic in learning English in class.
5. For other researchers, the result of this research is expected to be a reference for them in conducting another similar research.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter covers some theories employed as the basis for the discussion. It is intended to gain more understanding on the basic principles of the study so that the problem stated in Chapter 1 could be solved. The discussion in this chapter includes a review of theories that discusses which research has proved useful and which seems less promising, theoretical framework that focuses on the problem and solutions in developing the writing materials, and research questions.

A. The Process of Writing

Many experts have classified some stages in the process of writing. One of them is Harmer (2004:4) who states that there are four stages. Those are planning, drafting, revising, and final drafting.

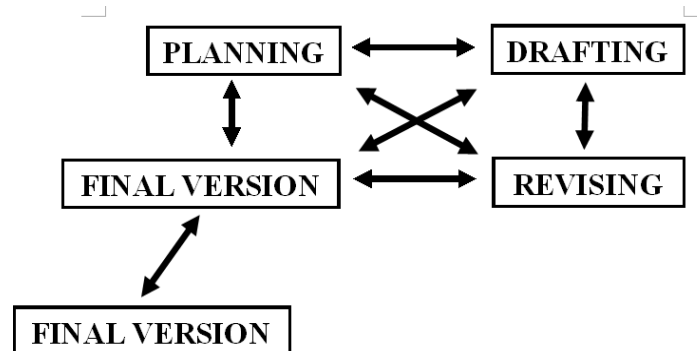


Figure 2.1: **The Wheel Process of Writing taken from Harmer (2004:4)**

This process wheel is done recursively. It means that the writer may loop backwards and move forwards between these various stages. Thus, at the editing stage, the writers may feel the need to go back to the drafting stage and think

again. They may also edit their writing as they draft it. The implementation of each of stage in the classroom is explained below.

a. Planning

Planning or pre-writing is an activity of writing that aimed to encourage and stimulate the students to write. Since its function is to stimulate students' ideas to write, the writing activities must be prepared to provide them learning experiences of writing, like brainstorming. In this stage, the teacher will guide the students about the ideas they will likely write in their texts.

b. Drafting

At this stage, the students will focus on the fluency of writing and write without having much attention to the accuracy of their works. During the process of writing, the students must also focus on the content and the meaning of the writing. Besides, the students may be encouraged to deliver their messages to different audience such as peers and other classmates.

c. Revising

The students review and re-examine the text to see how effectively they have communicated their ideas to the reader. Revising is not a simple activity of checking language errors but it is done to improve global content and organization of the ideas so the writer's intention is clearer for the reader.

d. Editing/ Final Drafting

At this stage, the students are focused on tidying up their work as they prepared the final draft to be evaluated by the teacher. The main activity done by the students at this stage is editing their mistakes on the grammar, the spelling, the punctuation, the sentences and the diction.

B. Teaching Writing

1. Principles of Language Teaching

Teachers may try to use various approaches to teach English and then select an appropriate approach which is suitable for their classes. It is necessary to connect teachers' experiences during the teaching and learning process with the theory of teaching derived from research so that it will help the teachers comprehend when to use a certain technique, with whom it will work, how to adapt it for the students, and how to judge its effectiveness. Brown (2001:55-70) suggests twelve teaching principles that must be taken into consideration by the teachers during the language teaching. They will be classified into three parts as explained below.

a. Cognitive Principle

1) Automaticity

Children acquire language subconsciously. Through an inductive process of exposure to language input and opportunity to experiment with output, they appear to learn languages without thinking about them. Both adults and children must sooner or later move away from processing language unit by unit, piece by piece, focusing closely on each and finally improving to a form

of high-speed, automatic processing.

2) The Anticipation of Rewards

According to Skinner in Brown (2001: 57-58), the anticipation of reward is the most powerful factor in directing one's behaviour. Everything people do is inspired and driven by a goal. During the teaching and learning process, a reward can be in the form of praise for a correct response e.g. "Very good." or "Nice job!" and appropriate grades or scores or other public recognition. However, the teacher should carefully use a reward to motivate the students because rewards can lead to the followings: (1) Make learners become dependent on the rewards, (2) Make the students have the habit to look for their teacher only for their rewards, (3) The students will fail to develop their own intrinsic motivation to learn. Therefore, teachers may consider the following things to be implemented in the classroom:

- a) Provide an optimal degree of immediate verbal praise and encouragement to students as a short-term reward.
- b) Encourage students to reward each other with compliments and supportive action.
- c) Short-term reminders of progress may help the students perceive their development in class with low motivation.
- d) Display enthusiasm and excitement during the teaching and learning process.
- e) Explain the long-term rewards in learning English such as the academic benefits of knowing English.

3) Meaningful Learning

Meaningful learning happens when new information is lined with the existing structures and memory systems. It creates stronger retention than rote learning in which new information does not connect with one's existing cognitive. Teachers can avoid the pitfalls of rote learning (taking in isolated pieces of information that are not connected with one's existing cognitive structure) such as too much grammar explanation, abstract principles and theories, drilling and memorization, activities whose purposes are not clear and do not contribute to accomplishing the goals of a lesson, a unit, or a course, and techniques that are so mechanical that students focus on the mechanics instead of on the language or meanings. Some implications that a teacher can do in the classroom include: Appealing to the students' interests, academic goals, and career goals; attempting to anchor a new topic or concept being introduced in students' existing knowledge and background so that it becomes associated with something the students already know; avoiding pitfalls of rote learning like too much grammar explanation, too much abstract principles and theories, too much drilling and memorization, and activities without clear purposes.

4) Intrinsic Motivation

The most powerful rewards are those that are intrinsically motivated within the learner. Because the behaviour stems from needs, wants, or desires within oneself, the behaviour itself is self-rewarding. Therefore, no externally administered reward is necessary. At the class, the learners may perform the

task voluntarily because the task is interesting, useful, or challenging and not because they anticipate some cognitive or affective rewards from the teacher. However, the teacher may do a great service to learners and the learning process by considering the intrinsic motives of the students and then design classroom tasks and activities that will meet the students' expectation based on those motives.

5) Strategic Investment

Successful mastery of the second language will be due to a large extent to learner's own personal investment of time, effort, and attention to the second language. The methods that the learners use to internalize and to perform in the language are as important as the teacher's methods. In this case, learners use various styles and strategies in learning process. It requires the teacher to recognize and deal with the wide variety of styles and strategies of the learners in the learning process. As a result, teachers should give attention to every student in the classroom.

b. Affective Principles

1) Language Ego

Learners learning the second language may have the second identity, a new mode of thinking, acting, and feeling. Language ego can be a fragility, defensiveness, and rising of inhibition. Teachers should give much attention to students having those feelings. Teachers can display a supportive attitude to students. They can also help their students to understand that the confusion of developing the second identity in the second culture is a normal and natural

way. Considering learners' language ego helps teachers to determine some aspects in the teaching and learning process such as who to call on, who to ask to volunteer information, when to correct a student's speech error, how much to explain something, how structure and planned an activity should be, and who to place in which small groups or pairs.

2) Self-confidence

Another term to refer to self-confidence is self-esteem. Learner's belief that they can finish the task is one of the factors in their eventual success in attaining the task. Teachers can give ample verbal and nonverbal assurances to the students. Besides, they can sequence techniques from easier to more difficult.

3) Risk-taking

Successful language learners must be willing to become 'gamblers' in the game of language, to attempt to produce and to interpret language that is a bit beyond their absolute certainty. Risk-taking contributes to long-term retention and intrinsic motivation of learners. Teachers can encourage students to try out language, to venture response, and not to wait for someone else to volunteer language.

4) The language-culture connection

Teachers who teach languages to students should also teach its culture such as values, ways of thinking, feeling, and acting as culture and language are intricately intertwined. The language-culture connection will affect the process of acculturation in students. For those who can adapt with a new

culture, there will be effects in their language acquisition.

c. Linguistic principles

1) The native language effect

The native language of the learners influences the acquisition of the target language system. The influence of the native language can both facilitate and interfere learners in learning the target language. But, the interfering effects are likely to be the most salient. Teachers can give feedback whenever students make errors by explaining the native language cause of the error. Besides, they can persuade students to directly think into the second language instead of making translation words in the native language to the target language.

2) Interlanguage

Second language learners tend to go through a systematic or quasi-systematic developmental process as they progress to full competence in the target language. A successful interlanguage development is partially a result of utilizing feedback from others. Teachers are engaged in a never-ending process of giving feedback to students about whether or not their actual language is clear and unambiguous.

3) Communicative competence

Communicative competence is the goal of a language classroom. According to Bachman (1990), Canale and Swain (1980) in Brown (2001:68), communicative competence consists of some components. They are organizational competence (grammatical and discourse), pragmatic

competence (functional and sociolinguistic), strategic competence, and psychomotor competence. Communicative goals are best achieved by giving due attention to language use and not just usage, to fluency not just accuracy, to authentic language and contexts, and to students' eventual need to apply classroom learning to previously unrehearsed contexts in the real world.

2. The Role of the Teacher

Teachers have an important role in making the teaching and learning process succeed. Harmer (2007:330) states that there are 3 roles of English teacher in teaching writing.

a. Motivator

As a motivator, an English teacher has to be able to motivate the students in writing tasks by creating the right situation for generating the ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit.

b. Resource

The teacher needs to be ready to provide information and language where necessary to the students. When the students ask about their texts, the teacher should always be prepared and able to provide the information that the students need. He or she must be available and well-prepared to look at the students' progress, offer advice and suggestions in a constructive and tactful way.

c. Feedback provider

As a feedback provider, an English teacher should give positive and

encouraging responses to the students' writing. When offering a correction, the teacher should choose what and how much to focus on based on what the students need at this particular stage of their studies, and on the tasks they have undertaken. Teachers should also carefully choose the words as they correct the students' works to keep the students motivated in what they are doing.

Teachers can use the explanation above as a guideline to make students self-sufficient, confident and competent in their writing. The success of their teaching greatly depends on how effectively the teacher plays his or her role in teaching writing.

2. Approaches to Teaching Writing

There are several approaches in teaching writing proposed by Raimes (1983:45). Those approaches are the followings:

a. The controlled-to-free approach

In the 1950's, the audio-lingual method dominated second language learning. This method emphasized speech and writing to achieve mastery of grammatical and syntactic forms. Hence, teachers developed and used techniques to enable students to achieve this mastery. The controlled-to-free approach is sequential, i. e. Students are first given sentence exercises, then paragraphs to copy or manipulate grammatically by changing questions to statements, present to past, or plural to singular. They might also change words to clauses or combine sentences. With these controlled compositions, it is relatively easy for students to write

and avoid errors which makes error correction easy. Students are allowed to try some free compositions after they have reached an intermediate level of proficiency. This approach stresses on the grammar, syntax, and mechanics. It emphasizes accuracy rather than fluency or originality.

b. The free-writing approach

This approach stresses writing quantity rather than quality. Teachers who use this approach assign vast amount of free writing on given topics with only minimal correction. The emphasis in this approach is on the content and fluency rather than on the accuracy and form. Once ideas are delivered on the page, grammatical accuracy and organization follow. Therefore, teachers may begin their classes by asking students to write freely on any topic without worrying about grammar and spelling for five or ten minutes. They do not correct these pieces of free writing. They simply read them and may comment on the ideas the students expressed. Alternatively, some students may volunteer to read their own writing aloud to the class. Audience and content are important in this approach.

c. The paragraph-patterned approach

Instead of accuracy of grammar or fluency of content, the paragraph-patterned approach stresses on organization. Students copy paragraphs and imitate model passages. They put scrambled sentences into a paragraph order. They identify general and specific statements and choose to invent or delete sentences. This approach is based on the principle that in different cultures people construct and organize

communication with each other in different ways.

d. The communication approach

This approach stresses on the purpose of writing and the audience of it. Students write themselves the crucial questions about purpose and audience:

1) Why am I writing this?

2) Why will people read it?

Traditionally, the teacher alone has been the audience for a student's writing. However, some feel that writers do their best when writing. It is truly a communicative act, with a writer writing for a real reader. As such, the readership may be extended to the classmates.

e. The grammar-syntax-organization approach

This approach stresses on simultaneous works or more than one compositions features. Teachers who follow this approach maintain that writing cannot be seen as composition of separate skills which are learned sequentially. Therefore, students should be trained to pay attention to the organization while they also work on the necessary grammar and syntax. This approach links the purpose of writing to the forms that are needed to convey a message.

f. Process approach

Recently, the teaching of writing has moved away from a concentration on writing as a product to writing as a process. Thus, writers should ask themselves these questions:

1) How do I write this?

2) How do I get started?

In this approach, students are trained to generate ideas for writing, think of the purpose and the audience, and write multiple drafts in order to present written products that communicate their own ideas. Teachers who use this approach give students time to try ideas and feedback on the content of what they write in their drafts. As such, writing becomes a process of discovery for the students as they discover new ideas and new language forms to express them. Furthermore, learning to write is seen as a developmental process that helps students write as professional authors do, choosing their own topics and genres, and writing from their own experiences or observations. A writing process approach requires the teachers to give the students greater responsibility for, and ownership of their own learning students make decisions about genre and choice of topics and collaborate as they write.

As can be seen above, there are many approaches that can be used to teach writing. The teacher can use one of them or even combine some of the approaches to be implemented. It all depends on many aspects, especially the context where the teacher is teaching.

3. Teaching Writing in Junior High School

In teaching writing, the teacher can either focus on the product of the writing or the writing process itself. According to Harmer (2001:257-258), the teacher can use process approach when they aim to deepen the various

kinds of ability employed in writing and use product approach when the emphasis is on the final draft.

Junior high school students can be considered as teenagers. In the teaching and learning process teenagers usually have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them. Related to this, Harmer (1998:39) states that the most important thing for teenagers is the search for an individual identity because this search provides the key challenge for this age group. An identity has to be forged among friends and classmates. Therefore, in teaching junior high school students, a teacher needs to use relevant topics and engaging materials to boost the students' self-esteem and make them conscious of their need for an identity. In Indonesia, junior high school students are required to be able to write various kinds of texts. Many techniques and media can be used to help the students in accomplishing this goal. One of them is by using cue cards media to teach descriptive text.

4. Assessing Writing

White (1994) in Weigle (2001:90) proposes four considerations in designing writing tasks. The first one is clarity, which is essential so that the test-takers can understand what is required in the task easily. The second one is validity. A valid task will result in higher scores gotten by skilled writers, while the unskilled ones will get lower scores. It also should allow the skill writers to write their best and the weaker ones at their own level. The third requirement is reliability. It is essential that the scoring criteria should be

applied consistently to all responses, which will result in similar, or identical scores to the same paper by different raters. Finally, a task should be interesting, both for the writers and the readers.

For the first requirement, clarity, the researcher made sure that all of the students understood what they were supposed to do by explaining orally. In the beginning of the writing process, the researcher also took a look at every student's work, so all students would write correctly based on the instructions. For the validity and the reliability, the researcher used a writing rubric, which was taken from ESL Composition profile proposed by Jacobs et al. (1981) from Weigle (2002:116). For the fourth requirement, the researcher made the task interesting by providing picture-based cue cards that attracted the students' attention. Based on the interview with the students, they were excited to use cue cards because they had never used it in the classroom before and the pictures chosen were suitable for kids their age.

B. Cue Cards Media

1. Definition of Media

According to Heinich, et al (1993:9-10), a medium (plural, media) is a channel of communication. It is derived from the Latin word meaning "between". The term refers to anything that carries information between a source and a receiver, for example videos, television programs, diagrams, printed materials, computers, and instructors. On the other hand, Burden and Byrd (1999:137) state that instructional media are books, audio-visual materials, and duplicated materials which serve instructional functions.

Various media can be found in language teaching, from non-mechanical aids such as household objects, flashcards, or magazine pictures to the use of sophisticated mechanical aids such as videos, computers. Whatever the media are, they can assist teachers in their jobs, bringing the outside world into the classroom, and helping making the task of language teaching and learning more meaningful and exciting. In this case, picture-based cue cards, which were used in this research, are considered instructional media since they carry information and serve instructional functions. Brinton (2001:459) states that whatever the approach, language teachers seem to agree that media can and do enhance language teaching.

The use of instructional media during the teaching process can facilitate and enhance learning. Therefore, careful attention should be given in planning and using instructional media. In line with the statement, Gerlach and Ely (1971:241) state that instructional media play a key role in the design and use of systematic instruction. A medium, broadly conceived, is any person, material, or event that establishes conditions which enable the learner to acquire knowledge, skills and attitude.

If the teacher is able to use instructional media effectively, some positive results can be seen afterwards. Kemp and Smellie (1989) in Burden and Byrd (1998:13) state the outcomes of using instructional media appropriately are the followings:

- a. The content of a topic can be more carefully selected and organized.
- b. The delivery of instruction can be more standardized.

- c. The instruction can be more interesting.
- d. Learning becomes more interactive when applying accepted learning theory.
- e. The length of the time required for instruction can be reduced.
- f. The quality of learning can be improved.
- g. The instruction can be provided when and where desired or necessary.
- h. The positive attitude of individuals toward what they are learning and to the learning process itself can be enhanced.
- i. The role of the instructor can be enhanced.

There are actually many kinds of media that can be used in teaching writing. Gerlach and Ely (1980) classify five categories of media in teaching:

a. Picture

Pictures can be in the form of large or small photographs or any object or events.

b. Audio Recording

A recording is made then saved on magnetic tape, disc, motion picture, and soundtrack, which is the reproduction of an actual event or soundtrack.

c. Motion Picture

This medium is kind of moving colour or black and white images. It is produced from live action or graphic representation.

d. TV

All types of audio video electric distribution system that eventually

appear on TV are included in it.

e. Real Things, Simulation, and Model

These media refer to people, events, and objects that are demonstrated as real objects, which will be constructed with other media.

They are not, however, the substitution for the actual subjects/ events.

Among the examples of media mentioned above, it can be concluded that pictures can be used to teach writing effectively. It is because pictures can motivate an interest or a degree of action and to present information. Finocchiaro (1989:53) says that attitude, motivation and interest of the students are the crucial factors in determining his achievement. Pictures can be presented in many forms and one of them is cue cards.

2. Cue Cards

Cue cards are the media usually used in language teaching to encourage the students in producing the target language. According to Mora (1994), a cue card is a medium with pictures or words that contain clues. It means that the content in the card is not explicitly explained. The students have to work with their own mind to interpret the meaning behind the pictures. As a result, the product that the students make may vary. In line with this idea, Brown (2003:226) states that picture-cued activities offer a nonverbal means to stimulate written responses. It means that by giving students pictures, it will be much easier for them to get idea from the pictures. When the students finally understand the picture, they will be able to generate ideas by themselves. There is also definition of cue cards in The TKT glossary of ELT

(2011). Cue cards are described as words or pictures that are used to prompt or encourage learners to produce a particular language during a controlled practice activity/ drill. However, in this study, the researcher only used cue cards with pictures as the main element. Avery (2013:69) states that cue cards are hints you need to take through your talk. It can be in the forms of words or pictures. In teaching, it can be used in productive skills, which are speaking and writing skills. In this research, the researcher used picture-based cue cards to improve the students' writing skills.

According to Raimes (1983:27), in teaching and learning process, a picture is a valuable resource as it provides:

- a. A shared experience in the classroom;
- b. A need for common language forms to use in the classroom;
- c. A variety of tasks;
- d. A focus of interest for students.

The pictures can be in the forms of drawings, photographs, posters, slides, cartoons, graphs, and maps.

Harmer (2004:67) states that there are various ways to use pictures as media to teach writing. Describing pictures and objects, writing a postcard, portraits, and story tasks are some ways to use pictures as media in teaching and learning process of writing. Cue card is one of the media that have picture element in it.

There are some activities that can be done by using cue cards. The activities are as follow:

1. Short sentence: the students will be given a simple picture. They are then required to produce a brief sentence based on the picture given.

2. Picture description: the students will get a more complex picture with a specific theme, for example a picture of a library room. And then, the students are asked to describe the library portrayed in the picture.

3. Picture sequence description: the pictures given are in the form of a series of pictures that are related one another. Those pictures tell some event, for example the ways of how something is done. The students are required to describe the step-by-step process to achieve the goal or to come to the final picture.

Using pictures or cue cards offers some advantages that are also the reasons the researcher picked it as the media to help the students to improve their writing ability. The advantages of using pictures according to Chayanuvat (1996) are the followings:

1. They come in a wide variety and are often striking, beautiful and colourful, lending themselves as an important element for fun and motivation.

2. They enable the students to mobilize their own imagination and interpretation using their life experiences. In this way, students are challenged to show their creativity.

3. Pictures offer a rich source of contextualization. Not only what is in the picture is seen, the background and the context linked with it are portrayed as well.

4. They offer a base for the students to build up their language.

5. More importantly, they transfer the real world into the classroom as best as they can. They help the students to use a language in meaningful ways.

6. They help students to be personally involved, an element of a learner-centered approach.

7. For the teacher, this media is very easy to find. There are very interesting pictures in daily newspapers and magazines.

Based on the explanation above, cue cards with pictures as the main elements, offer some advantages that will help the teacher in teaching writing for junior high school students, especially in the aspect of generating ideas, and vocabulary items. It is also suitable for the given context where the adolescent students need some excitement in the classroom which they can relate to that will also arouse their motivation in learning and producing the language.

C. Related Studies

Cue card is one of the media that is usually used to improve students' writing skills. There are some other researchers who have conducted similar studies. The result of the research is described as follows.

The first research is conducted by Hikmah (2012). The title of the research was *"Improving Students' Writing Skill by Using Cue Card"*. The subject of the research was class VIII A of SMPN 2 Barat. From the research, it can be seen that the use of cue card media in the classroom improved the students' writing skills. It was proven by the students' post-test score that was improved after the action was implemented. Furthermore, the students became more motivated, enthusiastic and

creative.

Another research was conducted by Sahliya (2013). The title of the research was *"Improving Students' Achievements in Writing Descriptive Text by Using Cue Cards"*. From the research, it can be seen that the mean post-test score of the students were improved compared to that of the pre-test score.

Huang (2009) also conducted similar research by using wordless pictures in teaching writing. Based on the result, there were some advantages of using wordless pictures including the enhancement of enjoyment of the writing process, promotion of creative writing and thinking skills and the fostering of cooperative learning where the students learn to work together with their peers. The students were also enjoying the process of writing using wordless pictures. Most of them said that using wordless picture books can improve their creativity in critical thinking skills. They are more independent in writing whatever they have in mind. Based on those previous research conducted, it can be concluded that cue card is the media that the teacher can use to teach writing. There several advantages that the teacher can gain from using the media. That is the reason why the researcher is interested in conducting a research on *"Using Cue Cards to Improve the Writing Ability of 8th Grade Students at SMPN 1 Rembang in the Academic Year of 2013/2014"*

D. Conceptual Framework

As stated in the previous chapter, there are problems to be solved related to the students' writing ability (ideas, vocabulary items, and organization) in class VIII D of SMPN 1 Rembang. From the literature review that has been discussed

above, it can be inferred that cue cards can be used as the media in teaching writing to improve the students' writing skills, especially the ones that are related to the process of generating ideas (content), vocabulary mastery and organization of the text, and motivation.

Cue cards can solve the students' problem in generating ideas because it also involves the use of pictures in the process of writing. Pictures are effective as media to teach writing since it offers an input in order to stimulate the students' mind and attract their attention to the text that is going to be taught. Furthermore, by using pictures, the students will be able to have clearer visualization on what they will write. It also provides a good basis for the writing tasks where the students can analyse their methods in organizing ideas they got from the pictures.

As mentioned earlier, pictures in cue cards offer some advantages in teaching writing. Pictures also help the students in generating ideas. It is because a picture is better than a thousand words. Undoubtedly, pictures are powerful visual aids. "Pictures" here include everything ranging from postcards, drawing, photographs, paintings, wall pictures and slides/videos (Chayanuvat, 1996).

Moreover, pictures in cue cards can also help the students in improving their vocabulary mastery and organization of the text. The reason is because the activities done using cue cards can be done in groups. By cooperating with their peers, the students will gain more confidence in doing the writing activity. By doing the cooperative work, the students are also able to share their knowledge that they will eventually gain the ability in the two aspects. According to Raimes (1983:27), with a picture, the students will need to use appropriate vocabulary and

sentence structure to discuss what they see. In this context, the students will need to use English words to write their ideas of what they see. So, pictures are valuable in that they provide for the use of vocabulary items and language forms. In cue cards with the presence of pictures, the teacher can also explain the organization of the text more easily, no matter whether it is in the form of single picture or a series of pictures. In the form of single picture, the researcher had put some key words about the general information of the subject that could be used in the orientation part of a descriptive text in Cycle I. Other than that, the researcher also separated certain topic in several pictures so that the students would focus on a particular topic in a paragraph. In Cycle II, where the students were taught recount text with cue cards in the form of series of pictures, the researcher discussed each picture with the students first to figure which ones went to the orientation part, which ones went to the events part, and the others which belonged to the re-orientation part.

Therefore, based on the explanation above, it can be concluded that teaching writing with cue cards can improve the writing ability of class VIII of SMPN 1 Rembang, especially in the aspects of generating ideas, vocabulary mastery and text organization, and motivation.

CHAPTER III RESEARCH METHODS

A. Type of the Research

The type of this research is action research. Koshy (2005:1) defines action research as an enquiry, undertaken with rigour and understanding so as to constantly refine practice; the emerging evidence-based outcomes will then contribute to the researching practitioner's continuing professional development. The nature of the action research is to identify the problem happening in the teaching and learning class and then decides an action to overcome the problems. Burns (2010:2) also states that the central idea of the action part of action research is to identify a 'problematic' situation or issue that the participants, including teachers, students, administrators, or even parents, consider worth looking into more deeply and systematically. Thus, action research requires the researcher to look at the real problems faced by all of the participants and choose the ones to be solved based on the feasibility and the urgency.

In this research, the researcher identified some problems related to the students' writing skill. After that, she formulated the actions to solve the problem. In improving the students' writing skill, the researcher decided to conduct action research based on Kemmis and McTaggart model as cited in Burns (2010:7-9). There were four phases in each cycle involved in this research. Those were planning, action, observation, and reflection. The processes of the phases could be drawn in Figure 2.

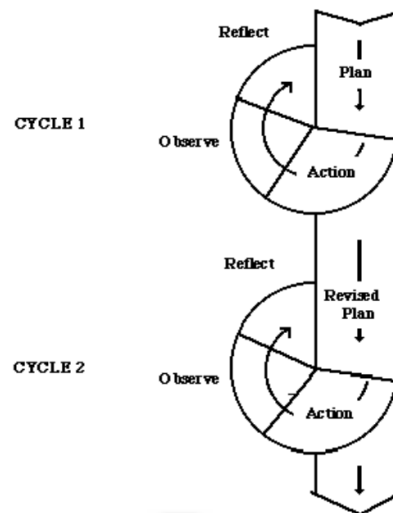


Figure 3.1: **Scheme of Action Research by Kemmis and McTaggart in Burns**
(2010: 7-9)

According to Figure 2, the researcher identified the problems or issues found and developed a plan of action to be carried out in order to bring improvements in a specific area of the research context in planning phase. In the action phase, the researcher implemented the actions by using cue cards planned previously and questioned her assumptions about the current situation and planned new and alternative ways of doing things. During and after the implementation the action, the researcher also observed systematically the effects of the action and documented the context, actions, and opinions of those who were involved. It is the data collection stage in the observation phase. Finally, in the reflection phase, the researcher reflected on, evaluated and described the effects of the action in order to make sense of what has happened and to explore the issues more deeply and clearly. In this phase, the researcher decided to do further cycles of action research to

improve the situation, or not. The researcher decided to do 2 cycles of the research and then shared the result as part of her professional development.

B. Subject of the Research

The subjects of this research were the students of grade VIID of SMPN 1 Rembang in the academic year of 2013/2014.

C. Research Setting

1. Place of the Research

The research was conducted in SMPN 1 Rembang. It is located in Losari, Rembang, Purbalingga. It is 2 km from Jendral Soedirman Monument and 27 km from the main district, Purbalingga.

2. Schedule of the Research

The research study was conducted in the second semester of the academic year of 2013/2014. The observation was done on January 27th, 2014.

D. Instruments of the Research

The instruments consist of several documents. According to Burns (1999:17), documents in action research are relevant to the research questions which can include students' written works, student record and profiles, course overviews, lesson plans, and classroom materials. The documents used in this research are students' written works, and questionnaires (student record and profiles).

In order to gain the valid data on the students' writing performance, some instruments were used. They were the rubrics for the students' written

performance, field notes, questionnaires, and interview. To collect all the data, a camera was utilized to record the teaching and learning process in the classroom.

The rubric of the students' writing performance was used to assess the students' writing skills. It was used twice. The first performance assessed was when the students had not received the treatment or pre-treatment, while the second performance assessed was when the students had received the treatment or post-treatment.

By having field notes, the researcher were able to record everything happened in the class during the action. The collaborator also noted the field situation that could not be seen by the researcher in the teaching and learning process. From the field notes, the researcher and the collaborator would be able to find the weaknesses of the action and the obstacles faced during the teaching and learning process.

The questionnaires were only distributed to the students. The questionnaires were distributed twice. The first one was before the planning of the action to find out the students' learning style preference. The second one was after the actions were already implemented. The purpose of distributing the questionnaires after the implementation of the actions was to explore the students' satisfaction after cue cards were used to teach writing in their class. In this case, the researcher used close questions where the students only needed to choose one of the options available.

E. Data Collection Techniques

The data in this research study were obtained from the instruments. All the data needed in this research were the writing scores, opinions, obstacles, and the expectation of the action implemented from the research members. They were both quantitative and qualitative data. The quantitative data used were the students' writing scores, both before and after the action was implemented, and the questionnaires score using Likert scale. It described the students' writing skills improvement. To assess the students' work, the researcher worked collaboratively with the English teacher. The type of questionnaire distributed to the students were closed questionnaires where the students only have to pick one among the options and they were not asked to give answers other than the options given. The qualitative data were obtained through interview transcripts and field notes during the observation in the classroom. It was direct observation. According to Schunk (2009:6), direct observation is the instance of students' behaviour that is observed to determine whether learning has occurred. The field notes were discussed with the collaborator first before the researcher comes to a conclusion.

From the analysis of the data, the researcher and the collaborator decided whether the result was successful or not. Finally, from the findings and interpretations, the conclusions and suggestions of the research were made.

F. Data Analysis Technique

Firstly, the researcher looked up at the findings as genuine data such as

field notes, students' writing and questionnaires.

The qualitative data were analysed descriptively. The researcher explained the collected data. However, the students and the collaborator were given an opportunity to deliver their opinions and comments to avoid subjectivity in analysing the data.

In analysing the quantitative data, the researcher used two different ways. For the testing and evaluation of the students' writing, the researcher compared the pre-test and the post-test scores of the students to know the effectiveness of the use of cue cards..

For the questionnaires, the researcher used the Likert Scale to quantify the respondents' opinions through questionnaires. Tuckman (1988:192) states that Likert Scale is used to register the extent or level of agreement or disagreement with a particular statement of an attitude, belief, or judgment. Because of the positive direction used, the scoring of the data were formulated by the following key:

1 = SD, if the respondents strongly disagree with the statement

2 = D, if the respondents disagree with the statement

3 = A, if the respondents agree

4 = SA, if the respondents strongly agree

Meanwhile, to know the result of the students' performance in writing, the researcher used a writing rubric. In this case, the researcher used an assessment rubric which is based on ESL composition profile proposed by Jacobs et al (1981) from Weigle (2002:116). The rubric can be seen in the

appendix. In using the rubric, the researcher used inter-rater where there were two raters who evaluated the result of the students' performance. By doing this, the reliability of the research could be achieved as well.

G. Validity and Reliability

The data validity of this research was based on Burns' (1999:161-162) criteria of validity. They are democratic validity, outcome validity, process validity, and dialogic validity.

To get the democratic validity, the teacher did a collaboration with the English teacher and the students to give their opinions, ideas, criticism, and suggestion about the implementation of the actions. Their opinions, ideas, criticism, and suggestion were used to improve the next action.

To get the outcome validity, the researcher looked at the result of the actions which have been done. The researcher and the collaborator looked at the result and decide whether it was a success or a failure.

For the process validity, the researcher did a triangulation technique that was done by gathering data of the teaching process from 3 different points of view. Those were from the teacher, the students, and the collaborator.

For the last criterion of validity, the dialogic validity, the researcher did a reflection with the teacher and the students in order to get suggestions to improve the next action.

H. Procedure of the Research

The research used the procedure of action research proposed by Kemmis and McTaggart. The procedure is as follows:

1. Determining the Thematic Concern - Reconnaissance

The researcher conducted the reconnaissance step to find out information concerning students' writing ability in producing a descriptive text. Based on the interview and observation in SMPN 1 Rembang, the researcher found and identified the existing problems. In the English teaching and learning process, in class VIIID of SMPN 1 Rembang, she found several problems. There were four problems of the students in the writing aspects namely content, vocabulary, grammar, and spelling. In reference to the interview with the collaborator and the students, the major problems that the students have were the content, the use of appropriate tense, spelling, their lacking in vocabulary mastery, and the lack of motivation in learning English.

The researcher thought that a new technique would be needed by the students and the teacher in the process of teaching writing. The researcher determined to use cue cards as the media to teach writing descriptive text.

2. Planning

After identifying the problems, they made some planning to decide the actions that will be feasible to be implemented in the field. In planning the actions, the researcher worked together with the English teacher of VIIID of SMPN 1 Rembang. They prepared the technique to solve the problems they face, prepare the teaching material and prepare the instrument to collect the data.

3. Action and Observation

When both parties had agreed on the planning, the actions were then implemented. Based on the observations, students' writing scores, and records of

the students' in the actions, they discussed the implementation of the actions to decide what steps they would take next.

4. Reflection

After the actions were conducted completely, the reflections were concluded. The circumstances concerning the actions were discussed. It was done to find out whether the action was successful or not. If it was successful, the students would be given different cue cards for different texts to continue the action. If it was not successful, the researcher and collaborator would try to find suitable actions to make the students' writing skills better.

CHAPTER IV

THE RESEARCH PROCESSES AND FINDINGS

This chapter presents the process of the research and its findings. There will be three sections in this chapter. The first section presents the reconnaissance stage. The second one reports the implementation of the actions and discussion. The third section presents the scores of the students' writing skills during the teaching and learning process.

A. Reconnaissance

In this step, some activities to find the field problems were conducted. First, an observation in order to know the teaching and learning process of class VIIID of SMPN 1 Rembang was conducted. And then, the English teacher and the students were interviewed to get some information about the current condition of the teaching and learning process including the weaknesses and suggestions made to make the teaching and learning process better. Finally, the researcher also distributed questionnaires to the students about the students' learning style preference to give extra information and strengthen the findings of the problem, so the actions that were about to be implemented would be suitable for the students.

1. Identification of the Field Problems

The findings of the problem were based on the observation, interviews, and questionnaires. The actions were done on December 24th 2013. The result of the observation can be seen in the vignette on Page 5 in Chapter 1.

Before doing the observation, the researcher interviewed the teacher first to know the general condition of the teaching and learning process, including the problems faced in the meantime. The day after, the researcher conducted the observation. After doing the observation, the researcher distributed questionnaires to the students related to their learning style preferences. It was to support the identification of the problems found. After the data were collected, the researcher discussed the actions that would be implemented with the English teacher. Based on the observation, interview, discussion and questionnaires, there were several problems identified during the teaching and learning process. The field problems can be seen the following table.

**Table 4.1: Field Problems in the English Teaching and Learning Process of
VIIIID Class in SMPN 1 Rembang**

No.	Field Problems	Code
1.	When the teacher came to the class, the students were still not ready to study.	S
2.	Some of the students made noise in the class.	S
3.	The students were bored during the teaching and learning process of writing.	S
4.	The students gave little attention to the teacher's explanation.	S
5.	The students did not bring a dictionary, so they could not look up the words they wanted to use.	S
6.	Some students were reluctant to open the dictionary.	S
7.	Some students showed low interest in answering the teacher's questions.	T

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No.	Field Problems	Code
8.	The teacher did not use sufficient media.	M
9.	The media used by the teacher could not motivate and give the students enjoyment in participating in the teaching and learning process.	M
10.	The students had low motivation in learning.	S
11.	The students had limited vocabulary mastery.	S
12.	The students considered writing as a difficult skill to master.	S
13.	The students lacked ideas to write.	S
14.	The students found it difficult to organize sentences into good paragraphs	S
15.	The students had difficulties in writing with the use of the correct grammar.	S

S: Students

T: Teacher

Md: Media

2. Identification of the Field Problems to Solve

As mentioned in the beginning of Chapter 1, the research focused on improving the students' writing skills by using cue cards. Therefore, the researcher decided to overcome the field problems based on the urgency level and the feasibility. The field problems to solve are presented in the table below:

Table 4.2: **Table of Field Problems to Solve**

No.	Problems	Necessary	Feasible	Urgent	Not Costly
1.	When the teacher came to the class, the students were still not ready to study.	√	X	X	√

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No.	Problems	Necessary	Feasible	Urgent	Not Costly
2.	Some of the students made noise in the class.	√	X	X	√
3.	The students were bored during the teaching and learning process of writing.	√	X	√	√
4.	The students gave little attention to the teacher's explanation.	X	√	√	√
5.	The students did not bring a dictionary, so they could not look up the words they wanted to use.	√	X	X	X
6.	Some students were reluctant to open the dictionary.	X	X	X	√
7.	Some students showed low interest in answering the teacher's questions.	X	√	√	√
8.	The teacher did not use sufficient media.	√	√	√	√
9.	The media used by the teacher could not motivate and give the students enjoyment in participating in the teaching and learning process.	√	√	√	√
10.	The students had low motivation in learning.	√	√	√	√
11.	The students had limited vocabulary mastery.	X	X	X	√
12.	The students considered writing as a difficult skill to master.	X	X	X	√
13.	The students lacked ideas to write.	√	√	√	√
14.	The students found it difficult to organize sentences into good paragraphs	√	√	X	√

(Continued)

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No.	Problems	Necessary	Feasible	Urgent	Not Costly
15.	The students had difficulties in writing with the use of the correct grammar.	√	X	X	√

After determining the field problems to solve, the discussion to analyse the field problems and main causes was carried out. This step was important to recognize the obstacles and weaknesses related to the field problems found.

Table 4.3: **Table of Field Problems and Possible Causes**

No.	Problems	Main Causes
1.	The students gave little attention to the teacher's explanation.	The teacher did not engage the students' attention by using exciting media and/or activities during the teaching and learning process
2.	The media used by the teacher could not motivate and give the students enjoyment in participating in the teaching and learning process.	
3.	The teacher did not use sufficient media.	The school did not provide enough media for the teacher to teach English, especially to teach writing.
4.	Some students showed low interest in answering the teacher's questions.	The classroom activities were not varied and the students were easily bored with the usual activities done in the class. The students also has a mindset that English is a difficult subject that they did not even try.
5.	The students had low motivation in learning.	
6.	The students lacked ideas to write.	The students have difficulty in generating and developing their ideas by only imagining the subject of their writings in their mind, without really observing it directly.
7.	The students found it difficult to organize sentences into good paragraphs	

Based on the consideration of the problems found and the possible causes of them, the discussion with the English teacher, the Interview with the English teacher and some students, and the questionnaire result on the students' learning style preference, which was visual, the researcher decided to use cue cards as the media to improve the students' writing skills.

In Impelemting the cue cards, the researcher had a problem with picking the right pictures for the cue cards. Thus, the researcher made a quick observation on the students' preferences, so the pictures picked for the cue cards would suit the students. The researcher also had casual interviews with some of the students to know more about them and also based the picking of the pictures from the result of the interviews.

B. The Implementation of Cycle I

1. Planning

After getting information in the reconnaissance stage, the researcher and the collaborator decided the main problems to solve and planned several actions to solve the problems, namely:

a) Implementing Cue Cards as an effort to stimulate the students' ideas

During the actions implemented, the researcher acted as the teacher in the class. The researcher and the collaborators planned to deliver the instruction bilingually since the majority of the students could not comprehend English well. The media used in the class were cue cards. The picture in the cue cards were expected to help the students to find

ideas for them to write. Previously, they might not find, or hardly find ideas to write since there was not a real object to write. By giving them the cue cards, the students were expected to be able to observe directly the subject of their writing. In the cue cards, researcher also put some clues, so the students could use them for their works.

b) Improving the students' writing ability, especially in terms of vocabulary and the organization of the text

The researcher would give some pictures related to the physical appearance of a person to the students. This action was taken because it would be easier for the researcher to explain some new vocabulary items, especially the adjective words to describe a person since the students could see the part explained directly from the pictures. It could also help the researcher to explain the organization of the text because the researcher separated the different part of the picture for different part of the text. It also could help the students to focus on one thing at one time as well. It would made the students' work less messy and more organized.

c) Enhancing the students' motivation to learn English

The pictures consisted in the cue cards were expected to make the students more enthusiastic in joining the class activities. The researcher suspect that most students were interested in famous people because they knew them. That was the reason why the researcher used photos of famous people to be used in the cue card. They were also interested in

the colourful cards since they rarely use any media in the classroom. Furthermore, the cue cards used as the media were colourfully printed. It would also be more exciting and easier for the students to write by observing the cue cards since that would be the first time they used cue cards in the classroom.

The whole process of planning the actions also included some other important actions including writing the lesson plans, course grids, planning the writing activities, learning materials, and preparing the cue cards. The teacher and the consultant gave some feedbacks for them to be better and then they were revised before being used.

2. Actions and Observations of Cycle 1

The actions were carried out two times on March 17th and 18th, 2014. The schedule of Cycle 1 can be seen in the table below.

Table 4.4: **Schedule of Teaching and Learning Process in Cycle I**

Meeting	Day and Date	Time	Material
1	Monday, March 17 th , 2014	2 x 40 minutes (08.35 – 10.10), including break for 15 minutes	Descriptive text
2	Tuesday, March 18 th , 2014	2 x 40 minutes (11.10 – 12.30)	Descriptive text

The actions were focused on applying cue cards as the media to teach writing. The researcher acted as the teacher in the classroom, while the teacher became the observer. The data in Cycle 1 were gained from the

classroom observations, interview, and the students' works. The further explanation is provided below.

a) Implementing Cue Cards as an effort to stimulate the students' ideas

The researcher used cue cards in all of the meetings in Cycle 1. Some were done in pairs, while the others were done individually. The cue cards given were in two different forms. In the first meeting, the researcher used a single picture while in the second meeting, the researcher used a set of pictures for more detailed writing. In the practice process, the students helped each other and worked together while the researcher also looked at their work one by one while correcting them once in a while. They completed some descriptive texts. Some of the tasks required the students to complete a text based on their partner's physical appearance. When the students did this, they observed each other's physical appearance and corrected each other if there were mistakes. In the production stage, they were asked to write their own text individually.

In the first meeting, the material was descriptive text, but the text was simpler and the students just needed to fill the blank areas. Before doing the tasks, the students, together with the researcher discussed the cue card about a person's physical appearance first. There were different opinions at first but then the researcher gave them posters of different parts of a person's physical appearance so the students could compare their answer with the poster. It helped them unify their answer. After that, they were asked some questions regarding the person's description.

After doing the warming-up and explaining the materials, the researcher gave the students the real paragraph describing that person in the picture to check their answers previously. After that they were given another cue card for another text and fill the blank areas based on the cue card. By using the poster, the students could check the description of the person from the cue card easily. It can be seen from the interview below.

R: *Tadi gimana pelajarannya?* (What do you think about the activities?)

S: ...

R: *Gimana? Apa seneng, mbosenin, apa biasa aja?* (What do you think? Is it boring, exciting, or there is no difference from the usual one.)

S: *Seneng, ada gambarnya.* (It's exciting because we use cue cards.)

(Interview Transcript 9, March 18th 2014)

Next, the researcher and the students discussed the answers. Some students have different opinions but then after they discussed it, they agreed on one answer. The researcher asked if there was anything the students were still confused about so the researcher could explain it.

Previously, the students were asked to describe someone they did not see at the meantime. It was difficult for the students to find ideas. When the cue cards were used, the students wrote more effectively because they could observe it directly. The students observed the picture carefully when they were writing their texts. Even though they were still confused

sometimes, their work was better than before and they understood better.

It can be seen from the following interview transcript.

R : *Tadi kan mendeskripsikan orang pakai gambar (cue card) terus dicocokkin ke posternya kan? Gimana menurut kamu?* (you have described a person on the cue card by checking it through the poster, right? What do you think?)

S : *Itu lebih mudah sih mbak, jadi bisa dicek. Misalnya kalau bentuk wajah masih bingung, bisa dilihat terus dicocokkan.* (It was easier, miss. It allowed us to check when we were not sure. For example about the face shape, when I was confused, I checked it first.)

R : *Kalo pelajaran pake gambar (cue card) dan nggak pake gambar (cue card) ada bedanya nggak? Enakan pake gambar (cue card) atau nggak (cue card)?* (Is there any difference between writing with and without using cue cards? Which one do you prefer?)

S : *Lebih enak pake gambar, mbak. Lebih gampang.* (I like using cue cards better. It made it easier to write.)

(Interview Transcript 8, March 17th 2014)

After that, the researcher chose one student to come to the front of the class. The researcher then asked the rest of the class about the description of that one friend. To make the students answer accordingly, the teacher led them by giving some question, e.g. How is her hair texture? Its length? The colour? What about her nose?

And then, the students were asked to work in pairs and describe each other. The researcher walked around to see if the students had difficulties in describing their friends.

The second meeting was on Tuesday, March 18th, 2014. The material was still about descriptive texts, but the text given was longer and

more detailed. Furthermore, the students were asked to work more independently in the second meeting.

The students were given a cue card in the form of a set of pictures. Before the students did their work, as usual, the researcher explained the cue card first. The cue card consists of three pictures describing a person's physical appearance, hobby, and occupation. The cue card also featured some clues about the person described including full name, nick name, date of birth, and place of birth. Even though it was more complicated, the students could do the task because it was presented in the form of cue cards with pictures and information on it. It was proven in the following vignette.

The R approached one student while she was preparing to write her text. The R asked "How about this person? What is her hobby? *Hobinya apa?* (What is her hobby?)". "*Nggg, memasak ya mbak?* (Is it cooking?)", she asked the R. "*Bahasa Inggrisnya apa?* (What is 'memasak' in English?)", the R asked her back. "Cooking?" she doubtly answered. "Correct, how about her occupation?". The S answered, "*Perawat, nurse apa bukan mbak?* ('Perawat', is it nurse, Miss?)". R responded "Okay correct, you can do that."

(Vignette 3, March 18th 2014)

In this task, the students were still guided. The researcher had put clues in the task, so the students just had to follow the instructions. And then the text was discussed together. The majority of the students could do the task well according to the vignette below.

After discussing the text that the students had written, the R asked some questions to make sure that the students understood the material well. The R asked the whole class, "How about the task? Is it difficult?". The students answered, "Noooo." The R continued "If so, who gets every answer correct? *Siapa yang betul semua ayo ngacung?* (who gets every answer correct?)". About half of the class raised their hands. "Who get

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1 answer wrong? *Salah satu?* (Who gets one answer wrong?)”. Some raised their hands. “How about the rests? Gimana yang lainnya?”. “*Salah dua, buuu* (I have two wrong answers, Ma’am.)”. Out of the ten answer about the description of the person in the cue card, the students could get at least 8 answers correct.

(Vignette 3, March 18th 2014)

In the last task, the students had to write their text independently. At first they were asked to fill a table consisting the information about the description of the person in another a set of pictures. It helped them make their text more organized and detailed because they would not leave out any detail of the person.

In this production stage, the students seemed to enjoy the task more. The researcher just had to explain it a little and the students would understand the instruction at once. Without being given the second instruction, the students just did the task quietly. They were enthusiastic and asked the researcher when they found any difficulty.

Generally, they improved their writing skills, but some students still needed extra guidance in writing because they were still unable to even spell some English words.

b) Improving the students’ writing ability, especially in terms of vocabulary and the organization of the text

From the information gained while having an interview with the students and the teacher, it turned out that the students still lacked in

vocabulary mastery. This made it difficult for them to write their ideas in English. They were not quite motivated in the classroom as well that they did not attempt to open or even bring a dictionary and check the words they wanted to write in English.

In Cycle 1, the researcher tried to make the students master new vocabulary items to describe a person. It resulted in some improvement in the students' vocabulary mastery. The improvement was proven by the students' ability to use English words better in their own sentences. Previously, it was difficult to try explaining the meaning of words, especially adjective words to the students. By using the cue card, the researcher could easily give an example of a certain adjective word by pointing out at a certain part of the cue card. In the first meeting, the students were given a cue card in the form of a poster to help them decide what kind of criteria a person had. Even though descriptive text had been given before, many students were still confused about some words usually used to describe a person. One of the reasons is because they did not specifically learn to describe a person previously. They described various things, places, and people. Even though the students learned how to describe people, they only practiced it briefly and not elaborately that they were not able to describe people well. Some students did not know the word "*sipit*" in English and could not distinguish round eyes from slanted eyes. Some others could not find the difference of oval and round face. However, because of the cue card, the students could understand easier. The use of the cue cards

helped them to master new vocabulary items. The fact that they could understand better can be seen from the vignette below.

The R walked around the classroom to see the students' works. The students seemed more enthusiastic than before. Some Ss asked the R about the things they were still confused about. One student asked, "Miss, *kalo ini mukanya oval atau round ya?* (Is her face round or oval, Miss?)". The R responded, "Try look at the poster. *Coba dibandingkan.* (Try comparing it to the pictures in the poster.)" That student then observed his poster. "*Hmm, bulat ya, Miss?* (Is it round, Miss?)". The R answered, "Is it the same as the poster?". "*Iya sama, berarti round ya?* (Yes, it is. So, is this round?)" he asked. "*Kalau sama dengan yang round face berarti iya.* (If it's the same, then it is.)"

(Vignette 3, March 18 2014)

The researcher made 2 attempts to improve the organization of the text that the students made. The first one is by using the cue card, while the other is by using a table.

In Cycle 1, the researcher gave a cue card consisting a set of pictures of three and some clues attached. It was intended to make the students understand more easily and organize their text better. In the clue section, the researcher put the described person's full name, nick name, and date of birth. The researcher gave the instruction that the general identity of the person should be put in the first paragraph or in the identification part, therefore those clues should be put in the first paragraph. In the first picture of the three pictures available, the students were asked to observe the physical appearance. And then the students had to observe the hobby of that person in the second picture and the occupation in the last picture. The separation of the picture made the students focus more on one aspect at one time. It is because, previously the researcher found that the students write a certain

topic here and there without following the standard generic structure. By looking at the first picture, for example, the students would only focus on the physical appearance. It could be seen from the following vignette.

“Menangkap itu catch. Jadi his duty is... (‘Menangkap’ is catch. So, his duty is...)”. The student finished the sentence “catch criminal ya Miss? (Is it to catch criminals, Miss?)”. “Pakai –ing ya soalnya bentuknya jadi noun. Jadi catching criminals. (You should put an –ing after catch because it should be a noun. So, it should be catching criminals.)” “Berarti itu ditaruh di paragraf 1 apa 2? (Should it be in the first or second paragraph?)”. “It can be included in the first paragraph, but it is also fine to put it in the second paragraph. Dua-duanya boleh. Yang penting kalau nama itu harus di paragraf 1. (You may put it either in the first or second paragraph, but as for the name, you should put it in the first paragraph.)”. “Oke, Miss. (Alright, Miss.)”

(Vignette 3, March 18th 2014)

Other than the cue cards, the researcher also utilized a table to make the students’ work more organized. In the table, the researcher had divided the description of a person into several columns, namely: hair, eyes, nose, lips, face, hobby, and occupation. In each column, the researcher made some sub-columns to make the information more detailed. In the hair column, for example, the researcher made 3 sub-columns. They were colour, texture, and length. By filling the table, the students would not leave out any small detail about the person they were describing. The following interview

transcript describes the students' feelings towards the use of a table to help them writing their texts during the teaching and learning process.

R: *Tadi gimana pelajarannya yang ngisi tabel itu?* (What do you think about the table filling in the previous task?)

S1: *Lebih mudah mbak, jadi nggak ada yang ketinggalan.* (It was easier to help us write. We will not leave out anything.)

R: *Terus?* (And then?)

S2: *Mmm.. Nulisnya juga bisa urut sih, jadi habis ini tinggal ini, gitu.* (Mmm.. It made us write accordingly. We would write this one first, and then that one.)

R: *Oh gitu, oke. Makasih ya.* (That's good. Thank you everyone.)

(Interview Transcript 11, March 18th 2014)

c) Enhancing the students' motivation to learn English

According to the interview with the teacher and the observation during the Reconnaissance stage, the students still lacked in motivation to learn English, especially in the classroom. In this research, the researcher used cue cards to boost the students' motivation. When the researcher first showed the cue cards the students were going to use, they were all excited and commented variously on the cue card. The vignette below showed the situation when the cue card was firstly given.

The R delivered a cue card to each student. There were various comments coming from the students. "*Wahhh.. (Wow..)*" said S1. S2 commented "*Artis eh artis kiye.*(She is an actress.)" While some others comment "*Selena Gomez kan?*(She is Selena Gomez, right?)", "*Ayu ya?* (She is pretty, isn't she?)", "*Nanti gambarnya buat aku ya, Miss?* (May I have the picture later, Miss?)" said another student. The students excitedly observed the cue card.

(Vignette 2, March 17th 2014)

The researcher deliberately chose pictures that can attract the students' attention. To attract their attention, the students should be able to relate to the picture in the cue card. The researcher chose pictures of teenage actress, singer, and famous people. When the students could not relate to the picture well, the researcher would ask some questions that will make the students interested more. It can be seen in the vignette below.

R delivered the third cue card. It was a picture of an Asian woman. The students did not seem really excited about the picture. R then asked some questions to make the students interested more. R asked "How about her eyes?". "*Sipit buuu.* (Slanted, Ma'am.)" "In English, please." "Slanting." "Slanted." R continued "You can use both. Slanted or slanting *sama saja.* (Slanted and slanting are the same.)" "*Sleting, sleting urung ditutup.* *Hahaha.* ('Sleting' is zipper. The zipper is undone.)" "*Hehe, itu resleting.* (It's 'resleting'.)" "*Hayoo, coba resleting bahasa Inggrisnya apa?* (Do you know what 'resleting' is in English?)" "*Apa bu?* (What is it, Ma'am?)" "*Zipper ya bahasa Inggrisnya, bukan resleting* ('Resleting' is zipper in English, alright?). Okay, now, who has slanted eyes here?" "*Itu bu, si Aldi belo matanya*" "(Aldi, Ma'am. He has big eyes.)". "*Hahahahaha.*"

(Vignette 2, March 17th 2014)

Even though the researcher chose the pictures of people that the students were likely to know, the researcher also had to choose those people from various races since the students had to be able to describe all kinds of people. That is why the people came from different races including American, Mexican, Hawaiian, Asian, and Indonesian people.

The variety also made the students wonder who would come next that the students kept excited to see the new cue card every time. Basically, the students' motivation was enhanced compared to the class before the action was implemented. Even though it was almost impossible to keep their

motivation high from the beginning until the end of the class, at least the students were willing to do the tasks more excitedly than before.

3. Reflection

After conducting the actions in Cycle 1, the collaborators and the researcher discussed the teaching and learning process to make some reflections. This action was to fulfil the democratic and dialogic validity previously discussed in Chapter III. In the discussion, they analysed the data from the observations and interview transcripts gathered to evaluate the actions carried out. Every party in the discussion was free to express their opinions and suggestions related to the implementation of the actions. The followings were the results of the reflection made.

a) Implementing Cue Cards as an effort to stimulate the students' ideas

In Cycle 1, the cue cards were used in every stage in PPP (Presentation, Practice, Production). Generally, the implementation of the use of cue cards as the media to stimulate the students' ideas was successful. The students could generate ideas from the cue cards for their writing work. It was proven by the length of their writing which is longer and every main idea was developed quite well. At the end of Cycle 1, almost all of the students could generate ideas from the cue cards given, especially when they were asked to fill the information in a table related to the description of a person. It helped them to include every piece of information possibly found in the cue cards. Other than the information in the table, they could also add other information, including their opinions on the person being described.

At the end of Cycle 1, there was not any student who asked what to write in their text. The majority of the students asked some words they did not know in English. When this happened, the researcher would go to the front of the class and explained the word being questioned so that the other students would know it as well and there would not be repetitive questions.

Unfortunately, there was a problem during the implementation of this media in teaching writing. It was related to the time management. In the first meeting, there was not enough time for the students to write their texts that some only wrote their texts halfway. Therefore, the researcher excluded one task from the lesson plan for the second meeting. It was done after the discussion with the collaborator. In the second meeting, the students could write their texts well because there was enough time.

b) Improving the students' writing ability, especially in terms of vocabulary and the organization of the text

Most of the students did not master a lot of vocabulary items that they could not write anything they wanted to write effectively. Therefore, the researcher planned to improve the vocabulary mastery of the students so they could write more effectively. In doing so, the researcher used cue cards to show a certain part to be explained to the students. In one of the cue cards, the researcher had separate different parts of a person's physical appearance to make it easier for the researcher to explain each part. For example, for the hair part, there were three classifications, i. e. texture, colour, and length. The texture of hair was classified into straight, curly, and wavy hair. The picture

in the cue cards was chosen specifically to show the difference among the different characteristics that the students would be able to tell the difference when it was explained.

Another way the researcher used to improve the students' vocabulary mastery was by asking back questions asked by a certain student to the whole class. When a student asked an Indonesian word's translation in English, the researcher would come to the front of the class and asked whether anyone knew the answer. When no one knew, the researcher would explain it herself to the whole class so they would all know the answer. The actions done by the researcher to improve the students' vocabulary mastery did not make significant change, but at least the students had made a little improvement compared than before the actions were implemented. The score from the pre-test only went up a bit from 15.72 to 15.91.

To improve the students' ability in making their writing work more organized, the researcher carried two actions. The first one was through the cue cards given and the second one was by filling tables. By using the cue cards, the researcher helped the students to focus on one thing at a time and write it in the correct organization. The separation of picture in the cue cards was meant to help the students to focus. In the first picture, for example, the students were expected to only observe the physical appearance of the person, and not to describe the things other than that. In the cue cards, there were also some clues about the general information of the person being described. The researcher had explained that the general information of a person should be

put in the first paragraph or in the identification. It meant that those clues should be put into good sentences and the students had to write it in the first paragraph.

The second attempt was by using a table. In the table, the description of a person had been classified into several columns. The students were asked to fill those columns according to the cue cards they received. After all the columns were filled, the students could use the information to build their writing works. This activity allowed the students to write all the details without leaving out anything. They could even add their own opinion to be put into the text besides the information in the table. It also helped the students to write more accordingly because they would write one thing after another according to the columns in the table.

This activity was successful to make the students' writing more organized. Based on the score of the students in the pre-test and the score acquired from Cycle 1, there was an improvement from 15.32 points to 16.93.

c) Enhancing the students' motivation to learn English

The cue cards was proven to have enhanced the students' motivation in the classroom. When the students got the cue cards, the students commented on them instantly and some even let out an exclamation. They had their own cue cards on their hands that they could observe the picture of the person described directly by themselves. They

were excited every time a new cue card was delivered and wondered what kind of cue card would come up next. They could also understand the instruction given by the researcher quickly and were willing to start writing right away.

It could be said that the effort to enhance the students' motivation was quite successful. However, the students were not motivated all the time. When the time to end the class in the afternoon was approaching, they would start sitting restlessly and could not keep quiet. It was understandable since it was time for them to go home and they could not wait patiently. For Cycle II, the researcher plan to find more interesting materials that the students would always motivated from the beginning until the class was ended.

C. The Implementation of Cycle II

1. Planning

Based on the discussion with the collaborator, it was decided that Cycle II would still focus on the problems found in Cycle I. to overcome those problems, the researcher added some new actions in Cycle II with the hope that the teaching and learning process would be more enjoyable and the students could learn more things in the classroom. The action plans are described in the following points.

a) Implementing Cue Cards as an effort to stimulate the students' ideas

In Cycle II, the researcher used cue cards in the form of series of pictures. The reason was because the material taught was a recount text. In

this cycle, the cue cards were designed to be more enjoyable for SMP students. The pictures in the cue cards were the ones that the students could easily relate to that they would enjoy the activities involving the cue cards more. It was from the easiest one until the students could produce their own text.

At first, the students could practice and do the activities in pairs or discuss it collectively as a whole class with the researcher as a guidance. At the end of the cycle, the students were asked to write a text based on a cue card individually. In Cycle I, the researcher also used cue cards to help the students to get ideas for their writings. It was proven successful as the content of the students' written works was better than before and they said so in the interview with the researcher. The students said that the cue cards were really helpful when it came to finding new ideas. In Cycle II, the researcher also used cue cards and optimize its function by picking the right pictures, so the students can clearly see the events portrayed in the series of pictures of the cue cards.

b) Improving the students' writing ability, especially in terms of vocabulary and the organization of the text

In Cycle I, the students' writing performance had been improved both in the organization and the vocabulary items used in the students' texts. However, in terms of vocabulary, the score was not increased significantly. To overcome this problem, the researcher decided to provide a mini pictorial dictionary for the students. It was because, as stated previously, the students

rarely brought their dictionary, if not at all. The mini pictorial dictionary consisted of 60 verbs in their three forms, i. e. present, past simple, and past participle tense. For the organization of the text, the researcher used a time table to make the students' written works more organized, cohesive, and coherent. In Cycle 1, the researcher also used a table, but because the text discussed in Cycle II was recount text, there should be adverbs, especially the adverb of time in the text. Thus, the researcher added an extra column for the adverbs. The students were first asked to fill the time table including the adverbs, then connected all the sentences using sequencing words provided in their hand-outs.

c) Enhancing the students' motivation to learn English

To enhance the students' motivation, the researcher had carefully picked the topic of the text the students were going to learn. It had to be something that the students could easily relate to. That is the reason why the researcher used famous characters to be the topic of their text by using cue cards that showed series of events. Other than that, the researcher also gave praise to the students personally to enhance their motivation. In Cycle I, the researcher did give praise to the students, but it was given to the whole class. The researcher only did it in front of the class and praise the students when they did a good job. In Cycle II, the researcher decided to give more personal praise to the students, especially ones who were lacking in motivation.

2. Actions and Observations of Cycle II

The actions were carried out two times on May 19th and 20th, 2014.

The schedule of Cycle II can be seen in the table below.

Table 4.5: **Schedule of Teaching and Learning Process in Cycle II**

Meeting	Day and Date	Time	Material
3	Monday, May 19 th , 2014	2 x 40 minutes (08.35 – 10.10), including break for 15 minutes	Recount text
4	Tuesday, May 20 th , 2014	2 x 40 minutes (11.10 – 12.30)	Recount text

Cycle II consisted of two meetings. The students learned a recount text in this cycle. Actually, the English teacher had taught the students a recount text for a while, but it had not finished yet when the researcher carried out Cycle II. Thus, the students had had some basic knowledge on a recount text when the actions were implemented. As a result, the researcher taught the theory on a recount text not too deeply and most of the time was used by the students to practice constructing sentences to form paragraphs.

a) **Implementing Cue Cards as an effort stimulate the students' ideas**

The researcher used cue cards in all meetings in Cycle II. At first, the cue cards were discussed collectively by the whole class while guided by the teacher, and then they would start doing the exercises in pairs, finally they constructed their own text individually. The cue cards used in all of the meetings were in the form of series of pictures. In one cue card there would be 8-12 pictures portraying an event. In the presentation stage, the researcher delivered a cue card for each student and then asked some questions to stimulate the students' ideas regarding the pictures in the cue card. The students discussed the picture in the cue card one by one until they came to one conclusion of what the picture was about. In this stage, the researcher did not correct the students' ideas about the pictures, but she asked further questions to guide the students to the right path. It can be seen in the vignette below.

The researcher then asked, "What do you think the pictures here are about?". Some students answered, "*Upin Ipin!*", while some students said, "*Kerja bakti!* (They are cleaning the school.)". The researcher said, "*Upin Ipin*, okay, correct. *Tau Upin Ipin semua kan? Nah, itu di papan tulis itu tulisannya apa? Lomba menghias taman kan?* (*Upin Ipin*, okay, correct. You all know *Upin Ipin*, don't you? Now, what is written on the white board? Gardening competition, right?). The students answered, "*Iyaaa.* (Yes.)". The researcher continued, "*Siapa yang ikut lomba kira-kira disini?* (Who join the competition here?). "*Upin Ipin, buu.* (*Upin and Ipin, Ma'am.*)". "*Terus, kita lihat dari awal ya. Yang gambar pertama itu gimana? Upin Ipin ngapain itu?* (Now, let's look at it from the beginning. What do you think of think the first picture? What are Upin and Ipin doing?). "*Pergi ke sekolah.* (They are going to school.)" "*Terus setelah itu, yang di depan siapa?* (and then what else? Who is it in front of the class?). Some said, "*Itu cikgu.* (It is '*cikgu*').", while others said "*Ibu guru.* (It is the teacher.)". "*Betul sekali. Itu lagi ngapain? Kira-kira lagi ngomong tentang apa itu gurunya?* (It's correct. What is she doing? What do you think she is talking about?).

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“Lomba menghias tamannnn. (Gardening Competition.)”. “Okay, good. Ada tulisannya kan, ya? Sudah tau kan apa bahasa Inggrisnya lomba? Iya, bisa pakai competition, atau contest juga bisa. (Okay, good. It is written there, isn’t it? You all know the English word for ‘lomba’, right? Yes, you can use competition or contest.)” The researcher continued guiding the students until she was sure that all of the students really understood the content of the cue card.

(Vignette 4, May 19th 2014)

And then the real text of the cue card was delivered. In the text, the students saw what the cue cards were really about.

In the practice stage, the students were given another cue card. This time, the researcher also guided the students to understand the content of the cue card. The students, together with the researcher, discussed the pictures in the cue cards one by one. After that, the students were asked to work in pairs. They were asked to choose the right verb in the form of the past tense to fill in the blanks. It was used to test the students’ understanding on vocabulary items mastery, especially in the verb word class. However, when the researcher walked around the class, she noticed that most of the students were confused and did not have idea at all of the answer even though the researcher had explained about verbs a bit. It was because almost all of the students did not bring any dictionary. It can be seen from the following vignette.

The researcher walked around to see the students’ progress in doing the exercise. She asked one of the students, “Is it difficult?”. “Yes, Ma’am.” *“Kamu tidak bawa kamus, ya? (Don’t you bring your dictionary?)”*. *“Tidak bawa, bu. (No, Ma’am.)”*. *“Oh iya, kemarin kata Pak Miftah sudah dikasih daftar kata kerja irregular, dibawa atau tidak sekarang? (Well, Yesterday*

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Mr Miftah said that he had distributed a list of regular and irregular verbs. Do you bring it right now?)”. “*Tidak bawa, bu. Lupa, tadi ketinggalan.* (No, Ma’am. I forgot to bring it.)”. “*Oh, ya sudah, besok jangan lupa dibawa ya. Sekarang itu dikerjain sendiri dulu sebisanya.* (Alright then. Don’t forget to bring it tomorrow. Now, do the task by yourself first.)”. the researcher asked the other students and it turned out that almost all of the students did not bring a dictionary or the verbs list given by their English teacher. Thus, the researcher gave the students the mini pictorial dictionary consisting verbs that are usually used in a recount text.

(Vignette 4, May 19th 2014)

Finally, the researcher explained some of the answers in front of the class to help the students. After that, the students were asked to organize the text since the text given previously was not organized properly yet. At first, the teacher asked the students if they knew the content of the jumbled text. It appeared that the students did not know some of the sentences’ meanings. The researcher explained the sentences and then asked the students to organize it based on the cue card. The researcher asked once again about the content of the cue card to make sure that the students really understood. When the students had clearly understood the cue card, the researcher let them do the exercise. It did not take a long time since the students had known the content of the cue card and the meaning of each sentence in the text.

In the production stage in the first meeting of Cycle II, the students were then asked to work individually to do the same thing. They were asked to identify the meaning of the event portrayed in the cue card first. However, in this stage, the students had to write their own text. Before doing the task, the researcher distributed the mini pictorial dictionaries to the students.

Because not all necessary verbs that could be used to write the text were available in the pictorial dictionary and the students did not bring any dictionary, the researcher helped them by giving them 2 key words for each picture in the cue card. The students were supposed to construct one sentence per picture describing the event in the picture. They could either use the keywords provided or use other words they have already known. Before writing down the sentences, the researcher guided the students to figure out the meaning behind the pictures in the cue card to make sure that the students already understood what they were supposed to write.

Because the students still looked confused with their sentences, the researcher helped them in doing the task while she walked around the class to see the work of the students one by one. After all of the sentences were written in the table provided, the researcher asked the students to add adverbs of time or place, or both based on the picture. After that, the researcher also asked them to add sequencing words to connect the sentences so it would be more coherent.

In the second meeting, the students were asked to do the same thing they did in the first meeting. However, this time, they were asked to write the sentence with the adverbs and the sequencing words, all at once. There was a time table, and the students should write the adverbs in one column for each picture in the cue card and the description of the event with the sequencing words in the other column.

As usual, the researcher helped the students to figure out the description of the event in the pictures of the cue card. In each picture, there would be key words about the adverbs of time or place. The students were supposed to add the information as the adverbs in the sentence. This time, the cue card was more detailed. There were 12 pictures in the cue card portraying 12 activities the character did in one day. The students were also familiar with the context of the events in the cue card since it was about past events done by a student. It was advantageous for the students, because they could imagine the events themselves.

After filling the table completely, the students organized the sentences into a complete text. Before doing so, the teacher reminded the students to use sequencing words that had been provided in the hand-out. The teacher also reminded them about the organization of a recount text. In this stage, the researcher saw that the students' work had gotten better than those from the previous meeting. Although some sentences were still wrong grammatically, at least the students could describe the events in the cue card better. It can be seen from the interview transcription below.

- | | |
|---|---|
| R | : <i>Tadi gimana? Kesusahan nggak bikin teksnya?</i> (What do you think about the previous activity? Was it difficult?) |
| S | : <i>Tadi lumayan bisa sih, bu.</i> (It was so-so, Ma'am.) |
| R | : <i>Tadi yang pake time table itu kira-kira membantu nggak buat kamu?</i> (Do you think the use of the time table helped you write your text?) |

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- S : *Membantu sih bu, jadi nggak bingung, soalnya sudah dikasih kotak satu-satu.* (I think it was quite helpful since there was a cell for every picture.)
- R : *Kalau langsung menulis dengan menggunakan time table dulu, kamu lebih milih yang mana?* (If you have to choose, do you prefer using time table or not?)
- S : *Enakan yang pake tabel itu sih bu kayaknya.* (I prefer using time table first, Ma'am.)

(Interview Transcript 15, may 20th 2014)

In the production stage, the teacher asked the students to write their own text based on their own experience. The students were asked to fill a time table first as well. After that, they write the sentences in the table into a good recount text.

The content of the students' writing had been improved quite significantly. At first, in the pre-test the mean score of their content was 18.68. In Cycle II, the mean score improved by 5.20 points to be 23.88.

b) Improving the students' writing ability, especially in terms of vocabulary and the organization of the text

In Cycle I, the students' writing quality did improve. In Cycle II, the researcher wanted to maintain or improve the current quality of the students' writing more, especially in terms of vocabulary and the organization of the text.

To improve the students' vocabulary mastery, the researcher provided a mini pictorial dictionary for each student. The reason for using the dictionary was the students' reluctance to bring their own dictionary in

English class. In Cycle II, the material taught was recount text. Based on the interview with the teacher previously, the students lacked in understanding tenses form. That was why the researcher focused on verb forms to be put in the pictorial dictionary to help the students understand new words. The pictorial dictionary was equipped with English verbs in their three tense forms and the Indonesian translation. When the pictorial dictionaries were distributed, there were some blanks in the area where Indonesian translation was supposed to be at. Firstly, the researcher asked the students to fill the blanks based on the picture or based on their current understanding of the English verbs.

In exercise 1 in the first meeting, the students were asked to analyse parts of the text provided, including the verbs used, the adverbs, and the sequencing words. And then, the students were asked to change the verbs into past form in exercise 2. While doing the exercise, it could be seen that the students still had difficulties in transforming the words since almost all of them did not bring any dictionary. It can be seen in the following vignette.

R asked a student about her progress in doing the exercise, “How is it? *Susah apa nggak?* (Is it difficult?)”. The student did not reply and just sat nervously. “*Kalo yang ini, bahasa Indonesianya apa? Tau nggak?* (How about this? What is the Indonesian equivalent? Do you know it?)”. She replied, “*Nggak tau, Bu.* (I don’t, Ma’am.)” R said, “*Kalau dari gambarnya bagaimana? Ini menurut kamu gambar apa? Kan ini tangannya diangkat, kira-kira orang ini sedang apa?* (What if you look at the picture? What do you think the picture portays?)”. She answered, “Say hi?”. “Almost correct. *Yang benar itu melambaikan tangan ya. Kalo wave itu kan artinya bisa ombak, gelombang, bisa juga melambaikan tangan. Gitu ya? Jelas?* (Almost correct. The correct one is waving. The word wave means ‘ombak’, ‘gelombang’, or ‘melambaikan tangan’. Is it clear?)”. “Oh, yes, Ma’am. Thank you.”

(Vignette 4, May 19th 2014)

The pictorial dictionary was initially planned to be distributed later, but seeing the situation, the researcher decided to distribute the dictionary when the students were still doing exercise 2. Since not all words were included in that 60-word dictionary, and the students did not have any idea about the correct forms of those words at all, the researcher helped the students with the rest.

In Exercise 3, the students were asked to fill a table based on the newly distributed cue card. The cue card consisted of 8 pictures portraying an event for each picture. Firstly, the students needed to fill the table with one or two sentences to describe one picture in the cue card. This time, the students used the pictorial dictionary previously given to find the proper verbs used in their correct forms. Since the students did not only need verbs, the researcher provided keywords in the form of nouns to be used in the sentences the students would make. It was up to the students whether they would use the keywords or not. The researcher did not force the students to use those words. It turned out that most of the students used the keywords given. It indicated that the students' vocabulary mastery was still low. It can be seen in the interview transcript below.

- | | |
|----|---|
| R: | <i>Bagaimana tadi pelajarannya? Susah nggak?</i> (How was it? Was it difficult?) |
| S: | <i>Ada yang susah, ada yang lumayan gampang, Bu.</i> (Some were easy and others were difficult, Ma'am.) |
| R: | <i>Yang susah yang bagian mana?</i> (Which one do you think was difficult?) |

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- S: *Yang ganti kata kerja sama yang Maruko itu agak susah, Bu.* (Those are the one with tense and the task about Maruko, Ma'am.)
- R: *Oh, yang diganti jadi past tense itu ya. Kalau itu yang penting kalian hafal yang irregular verbs, memang harus dihafalkan kalau itu. Yang regular kan gampang, tinggal tambah -d atau -ed belakangnya. Yang maruko susahnyanya apanya?* (Oh, the one that required you to change the verb form, right? The point of that was that you have to memorize the irregular verbs and their forms. If you do so, it will be easy to remember the regular verbs which are easy to transform, you just have to add -d or -ed. What was so difficult about the Maruko task?)
- S: *Bikin kalimatnya, Bu. Nggak tau bahasa Inggrisnya.* (The sentences, Ma'am. I did not know the English words to use in my sentences.)
- R: *Ohh, itu. Tapi tahu makna gambarnya kan? Bisa dideskripsikan kan?* (Well, that one, But you do know the meaning in the pictures, right? Can you describe it in words?)
- S: *Kalau pakai bahasa Indonesia sih bisa, Bu, hehe.* (I am sure I can if it is in Indonesian, hehe.)
- R: *Tadi kan sudah Ibu kasih keyword. Kamu pakai keyword apa kata-kata sendiri di kalimatnya?* (I had given you the keywords. Did you use the keywords or words other than those?)
- S: *Pakai kata-kata dari Ibu, habisnya susah kalau cari sendiri.* (I used the keywords you gave. It was difficult to find other words.)
- R: *Oh, ya sudah. Jangan lupa kata-kata yang di poster itu dihafalin, ya.* (Well, then. Don't forget to memorize the words in the pictorial dictionary I gave you.)
- S: *Iya, Buuu.* (Yes, Ma'am.)

(Interview Transcript 18, May 20th 2014)

In the end of the first meeting in Cycle II, the researcher asked the students to connect the sentences. They just wrote in the table by using sequencing words provided in the hand-out. The researcher explained briefly about the sequencing words usually used in front, in the middle, and at the end of a text, so the students would not use the wrong words that would make their text not accordingly organized.

In the second meeting, the students did the same thing, but the cue card given had more event pictures than the previous one. The cue card consisted of 12 pictures. Therefore, the students should make a text consisting of at least 12 sentences. In writing the text, the students still used the pictorial dictionary used the day before. Finally, at the end of the meeting, the students are required to write their own recount text based on their experience and they could use the verbs in the pictorial dictionary again to help them find the correct words to be used in their text.

To improve the organization of the text written by the students, the researcher used a time table. In Cycle I, the researcher used a table as well. However, the table used in Cycle I was a regular table without additional column to put the adverbs. Because the text taught in Cycle II was recount text, the use of adverbs should be emphasized, especially the use of adverbs of time. In the column entitled adverbs, the students should write the adverbs. They might put an adverb of time, place, or manner, but because it was a recount text which should be coherent and cohesive, the use of adverbs of time was a must.

The time table was only used in the second meeting of Cycle II. It was because the students had not written a complete text yet in the first meeting. In the first meeting, the researcher did use a table, but there was not a special column to put the adverbs. The students were only asked to describe the events seen in each picture of the cue card given. In the second meeting, the researcher started to ask the students to write a text, complete with the

adverbs. Before doing that, the researcher reminded briefly about adverbs since she had explained it in the first meeting. After explaining, the researcher let the students fill the time table. After the table was filled, the students were asked to add sequencing words to connect the sentences.

When the students were adding the sequencing words, the researcher walked around the class and saw the students' work. To make sure that the students had completely understood the organization of a recount text, the researcher asked the students what sentences they would put as the orientation, events, and whether they would write the reorientation as well. It can be seen in the following vignette.

R kept walking around the classroom to see Ss' works. One of Ss had her text almost done, R asked, "Time table-nya sudah complete, kan? Coba saya lihat. (Is the time table completed? Let me take a look.)". R saw the student's handout to see her time table. Once making sure that the content of the table was correct by pointing out some parts that were not correct yet, R said, "Yang ditaruh di paragraf pertama mau yang mana? (Which one is out in the first paragraph?)". The student let R know the parts she intent to put in the first paragraph. R asked, "Yang paragraf pertama itu orientation, kan? Isi orientation apa? (The first paragraph is the orientation, right? What is the content of the orientation?)". The student answered, "Siapa, kapan, dimana, pokoknya yang informasi utama teksnya, Bu. (Who, when, where, every main information about the subject of the text, Ma'am.)" "Good, nah itu sudah betul ya berarti paragraf pertamanya, sekarang kalau events... (Good, that is corect, and now about the events...)"

(Vignette 5, May 20th 2014)

Only a few students added the optional reorientation at the end of the text, but at least they understood the content of the orientation and the events. It was proven by their work. Almost all of their texts' organization was correct.

In Cycle II, the mean score of the students' vocabulary had gone up a bit from 15.91 to 16.32. As for Cycle I, the improvement was only 0.19, while in Cycle II, the improvement was 0.41.

In terms of the organization of the text, the students had done a good job. In the pre-test, the mean score gotten by the students was 15.32 and improved to be 16.98. In Cycle II, their score was also improved even more to 17.20.

c) Enhancing the students' motivation to learn English

Based on the observation in Cycle I, the students were quite motivated. However, the researcher failed at maintaining the students' high motivation from the beginning until the class ended. The students would always be motivated at the beginning of the lesson, and every time a new cue card was given. However, approaching the end of the class, they would start making noises and could not focus on the class activity, especially when it was the last subject of the day.

To improve the students' motivation, the researcher also praised the students more personally. In Cycle I, the researcher only praised the students collectively to the whole class. In Cycle II, the researcher approached the students while checking the progress of their work and praised them individually if they did a good job. If they still made many mistakes, the researcher would still motivate them by saying positive words. Because of the treatment given by the researcher, the students became more motivated

because they felt happy of what they were doing. It could be seen from the vignette below.

While seeing Ss' work, R noticed that some did a good job while others were still confused. R asked one student, "*Bagaimana? Bisa?* (How is it? Can you do that?)". "*Bisa Bu* (Yes, Ma'am.)". "*Good. Ya sudah, dilanjutkan ya, nanti kalau ada yang masih bingung bisa tanya sama saya.* (Good. Alright then, continue your work. Let me know if you have anything to ask.)". After a while, the student asked, "*Bu, kalau ini bagaimana, ya?* (How about this, Ma'am?)". "*Yang mana?* (Which one?)". "*Ini kan sampai kami capek. Berarti gini bukan, Bu?* (It is supposed to be 'until we are tired'. Is it correct?)". "*Oh, bukan. Kata arrive kurang tepat. Memang artinya sama-sama sampai. Tapi kalau arrive itu kalau sampai di suatu tempat, misalnya arrive at school, at home. Nah kalau sampai capek, itu pakainya until, jadi until apa?* (Oh, no. The word arrive you used here is not appropriate. It also means 'sampai', but the word arrive is used if you want to point out about a place, like when you arrive at school, arrive at home. if this is the context, you have to use until as the English equivalent of 'sampai'. So if we use until, what is the next words?)". "*Until we are tired?*". "*Jangan lupa pakai past tense, ya. Jadi bukan are, harusnya..?* (Don't forget to use past tense. So, it's not are. It is supposed to be...?)". "*Oh iya, we were tired.*". "*Betul sekali. Keep your good work. (That is correct. Keep your good work.)*" He imitated, "Good work, good work."

(Vignette 5, May 20th 2014)

Other than motivating personally, the researcher also carefully picked the pictures for the cue cards that were used in the class. In the first meeting, the students were firstly given a cue card with a recount text model. The pictures of the cue card were taken from Upin & Ipin, a famous cartoon series among adolescents. The students were also quite familiar with the topic of the text. The topic was about gardening competition at school. At schools in Indonesia, there was usually a special day, for example at Independence Day, where the students were ordered to clean their classroom and the environment surroundings and decorate it and the school would pick one best classroom. That was why the topic of the text could easily attract the students' attention.

When discussing the text, the researcher also asked some things that were related about the text to develop the students' idea. It could be seen in the vignette below.

R asked some questions about the cue card to Ss collectively. R asked, "How about the first picture? *Itu Upin Ipin lagi ngapain?* (What are *Upin* and *Ipin* doing?)". Some answered, "*Lagi jalan.* (They are walking.)", some said, "*Pergi ke sekolah* (They are going to school.)". R continued, "*Betul, jadi itu bangunan sekolah, ya? Upin Ipin pergi ke sekolah, terus, yang kedua?* (Correct, so it is a school building, right? *Upin* and *Ipin* are going to school, and then?)". One student said, "*Di kelas.* (They are in the class. Some said, "*Itu cik gu.*" "*Iya, jadi itu guru di depan kelas, menurut kalian sedang apa gurunya? Di papan tulis itu ada tulisannya. Jadi bu gurunya sedang menjelaskan...?* (Yes, she is the teacher in front of the class. what do you think the teacher is doing? In the white board, there is a writing. What does it say? What is the teacher explaining?)". the whole class answered, "*Lomba menghias taman.*(Garden decorating competition)". "*Selanjutnya, yang gambar ketiga? Tentang apa?* (And then the next one, what is it about?)". The answers varied, "*Itu peralatannya.* (Those are the tools.)" "*Mencari barang-barang yang dibutuhkan.* (They are looking for the needed tools.)". "*Mau beli itu semua.*(They want to buy them all.)". "*Iya, jawabannya benar semua. Jadi cari barang-barang dan peralatan yang dibutuhkan. Bisa cari, atau beli. Nah, sekarang yang selanjutnya.* (Yes, your answers are all correct. So, they are looking for the tools and good they need. Now, let's take a look at the next one.)". the discussion continued until all of the pictures in the cue card were discussed together.

(Vignette 4, May 19th 2014)

In the second cue card given, the pictures used were taken from a famous cartoon movie, ParaNorman. Actually, all of the pictures in the cue card in Cycle II were taken from animated pictures since it would be more interesting to teach junior high school students because of the lively pictures with a lot of colours. The cue cards had attracted the students' attention as proven in the interview transcripts below.

- R : *Oh iya, menurut kamu tadi gambar yang dipakai bagaimana?* (What do you think about the pictures in the cue cards?)
- S : (Did not answer directly.) *Bagus, Bu, gambarnya. Adik saya juga suka kartun, nanti gambarnya buat saya aja, Bu, hehe.* (Those were good. Even my little brother would like them. How about giving the cue cards to me? Hehe.)
- R : *Boleh, boleh. Emangnya kamu tau itu kartun apa? Adik kamu juga tau?* (Of course you may take them. Do you really know the cartoon? Does your brother know it too?)
- S : *Tau dong, Bu. Kan sering nonton juga di TV.* (Of course I do. I often watch the cartoon.)
- R : *Kalo tau, berarti tadi ngerjainnya bisa, kan? Kan udah sering liat kartunnya? Sudah tau tokoh-tokohnya, kan?* (If that's so, you should have done a good job in doing the exercise, right? It means you know the characters well, right?)
- S : *Lumayan bisa, Bu, alhamdulillah.* (I could do that, Ma'am, alhamdulillah.)
- R : *Great, then. Ya sudah, terima kasih ya sudah mau di wawancara.* (Great, then. Thank you for the interview.)
- S : *Sama-sama, buuu.* (You're welcome, Ma'am.)

(Interview Transcript 18, May 20th 2014)

In this exercise, the students were asked to change the verb forms in the text. However, because most of the students did not bring a dictionary, they had difficulties in doing that. In the middle of doing the exercise, the students started to seem bored since they could not know the answers. Therefore, the researcher gave the mini pictorial dictionary even though the dictionary was initially planned to be given later. By looking at the pictures in the mini pictorial dictionary, the students were able to fill some other

blanks. Because of the limited time, and not all answers were in the dictionary, the researcher let the students know the rest of the answers.

In Exercise 3, the pictures in the cue card were taken from Chibi Maruko Chan cartoon series that air every Sunday morning. The students were also familiar with the cartoon that made them interested more in the events happening in the cue card. The cartoon was famous with its funny story, so the researcher picked one of the funny stories of the cartoon about Maruko who had stomach ache because she ate too much.

In the second meeting of Cycle II, there was only one cue card used. The cue card portrayed a girl's activities done in one day. The girls portrayed in the cue card was a school girl. That could attract the students as well since the activities done by the girl were quite similar with the students' own activities that they usually did. It could improve their motivation and also made it easier for the students to understand the events in the pictures of the cue card.

3. Reflection

The collaborators and the researcher did the final reflection after all of the actions planned had been implemented in both Cycle I and Cycle II. The problems found in Cycle II were discussed with the collaborators. It was to fulfil the democratic and dialogic validity. The results of the reflection were gained from the observations, the interviews, the students' writing scores, and the questionnaires distributed at the end of Cycle II. It is described as follows.

a) Implementing Cue Cards as an effort to stimulate the students' ideas

The implementation of cue cards to stimulate the students' ideas was proven successful. The ideas the students wrote in their texts were not monotonous and their texts were longer compared to their pre-test written work. In Cycle I, the students did make improvement in their texts that their texts were better than before. In Cycle II, the researcher noticed that the students could generate ideas better since they had been familiar with cue cards that were also used in the previous cycle. They had known what they should do with the pictures in the cue cards and the ideas were expressed quite well in their texts. At first, they still needed guidance from the researcher. The researcher guided the students by asking some questions directing their ideas into the correct path. As a result, the ideas came naturally into their mind by looking at the events portrayed in the cue cards when they were asked to write a text individually based on the cue cards

b) Improving the students' writing ability, especially in terms of vocabulary and the organization of the text

In Cycle I, the improvement in terms of vocabulary and the organization of the text had been made. However, the effort could be done more optimally in Cycle II. The additional actions done in Cycle II to improve the students' vocabulary mastery and organization were the use of mini pictorial dictionary and the use of time table. The pictorial

dictionary was used to deal with the students' reluctance to bring their own dictionary. The pictorial dictionary was also more attractive than the students could give their attention more. Meanwhile, the use of the time table had helped the researcher to explain the organization of the text. The improvement the students made can be seen in their writing work at the end of Cycle II, the observation, the interview with the teacher and the students, and the evaluation questionnaires at the end of the cycle.

c) Enhancing the students' motivation to learn English

The students were more motivated in Cycle II. In Cycle I, the students' motivation fluctuated. They would be excited when a new cue card was distributed, but they would be less motivated at the end of the lesson when the bell was about to ring. In Cycle II, the researcher successfully maintained the students' motivation from the beginning until the end of the lesson. To do this, the researcher gave personal praise to the students at times. The student would show positive reaction every time the researcher did that. However, the researcher did not do that all the time, but she did it occasionally. On the other hand, the use of pictures in the cue card that the students could easily relate to also had an important role in keeping the students motivated. From the observation, interview, and the evaluation questionnaires, it can be concluded that the students' motivation was enhanced in Cycle II.

In regard to the findings in Cycle II that all actions were successful in improving the students' writing skills and the objective of

the research was achieved, the collaborators and I agreed to end this research in this cycle. In summary, the change results of the teaching and learning process during Cycle I and Cycle II can be seen in the following table.

Table 4.6: The Change Results of the Actions

No.	Actions	Cycle I	Cycle II
1.	Implementing Cue Cards as an effort stimulate the students' ideas	The researcher guided the students to interpret the pictures in the cue cards by asking them some questions, to answer. Sometimes, the students were hesitant about their ideas of the cue cards and asked the researcher's thought about their ideas.	The students had been familiar with the cue cards and knew what to do with the pictures in it. They would observe the pictures in the cue cards carefully and described it in English sentences.
2.	Improving the students' writing ability, especially in terms of vocabulary and the organization of the text	The students did make improvement in terms of vocabulary and organization of the text, but the change was not too significant.	The researcher did additional actions, which were the use of mini pictorial dictionary and time table, to make the improvement more optimal. By doing this, the improvement the students made was more noticeable, as seen in the students' scores.
3.	Enhancing the students' motivation to learn English	The students' motivation fluctuated. They would be excited when a new cue card was being distributed and less motivated at the end of the lesson when the bell was about to ring.	The researcher successfully maintained the students' motivation from the beginning until the end of the lesson by praising the students personally and picked some more familiar and relatable pictures for the cue card.

The implementation of cue cards and other supporting actions in

Cycle I and Cycle II were able to improve the students' writing skills.

The following table shows the detailed improvement of the students' writing in each aspect that was made after the implementation of the actions.

Table 4.7: **The Description of the Students' Writing Improvement**

No.	Aspects of Writing	Before the Implementation of the Actions	Cycle I	Cycle II
1.	Content	<ul style="list-style-type: none"> • The students seemed reluctant in writing their ideas because they did not have sufficient ideas to write. • The students could not develop their ideas well, proven by the short paragraphs they produced. • The students copied their friend's work that there were many similar stories. 	<ul style="list-style-type: none"> • The cue cards seemed to help the students to write their texts since they had unspoken ideas from the pictures in the cue cards. However, the researcher still had to guide the students to understand the meaning of the pictures. • The students could produce longer paragraphs with more sentences to express the ideas they got from the cue cards. • The students started to be more confident with their own writing, but some students still copied their friend's writing. 	<ul style="list-style-type: none"> • The students were more familiar with cue cards that they knew what to do even when the researcher had not explained the instruction yet. They would observe the cue cards carefully to find out the meaning behind the pictures. • The paragraphs were longer and were more logical. • The students tried to write on their own. Only a couple of students copied each other's work.
2.	Organization	<ul style="list-style-type: none"> • The students' text organization was not according to the generic structure. 	<ul style="list-style-type: none"> • The students started paying attention to the generic structure of the text, even though some still made mistakes. 	<ul style="list-style-type: none"> • The students could apply the generic structure to their texts.

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No.	Aspects of Writing	Before the Implementation of the Actions	Cycle I	Cycle II
		<ul style="list-style-type: none"> Some parts of the text the students produced were not coherent. The ideas were not organized well that similar ideas were scattered around in the text. 	<ul style="list-style-type: none"> The students had learned to focus at one thing at a time that the ideas in their text were organized better. 	<ul style="list-style-type: none"> The students could focus at one idea at a time.
3.	Vocabulary	<ul style="list-style-type: none"> The students could not express their ideas in English well because they had limited vocabulary that some students even wrote Indonesian words or left blank areas in their texts. The students were not good with word choice that their ideas could not be delivered well. 	<ul style="list-style-type: none"> The Indonesian words and blank areas in the students' writing decreased. The researcher explained the differences of words usually used incorrectly by the students and they tried using them in their texts. 	<ul style="list-style-type: none"> None of the students used Indonesian words in place of the English equivalent, neither do they left the areas blank. The students could practice the words they learned in the previous meetings by trying it in their texts and did not asked much about English words they needed to put in their texts.
4.	Language	<ul style="list-style-type: none"> Most of the students did not pay attention to the agreement in their sentences. The students used wrong pronouns. 	<ul style="list-style-type: none"> The students were taught about agreement that some made improvement. Most students used correct pronouns. 	<ul style="list-style-type: none"> Most of the students paid attention to the agreement in their sentences. Most students used correct pronouns.

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No.	Aspects of Writing	Before the Implementation of the Actions	Cycle I	Cycle II
		<ul style="list-style-type: none"> The students did not understand tenses. 	<ul style="list-style-type: none"> In Cycle I, the text taught was descriptive text. It only required the students to use present tense that it did not really show the students' progress in tenses. 	<ul style="list-style-type: none"> Most students used correct verb form in their recount text because the pictorial dictionary helped them with the words they wanted to write.
5.	Mechanics	<ul style="list-style-type: none"> Most of the first lines in the students' paragraphs were not indented. Some students made spelling errors. The students did not pay attention to the capitalization. 	<ul style="list-style-type: none"> The students learned how the first lines should be indented and had practiced it. Spelling errors decreased because the researcher showed the correct spellings of the words usually incorrectly spelled by the students. Some students still made mistakes with capitalization. 	<ul style="list-style-type: none"> Most of the students wrote neat texts. Only a few students made spelling errors. Most students did not have a problem with capitalization.

D. The Scores of the Students' Writing Skills during the Teaching and Learning Process

As had been stated previously, the use of cue cards as the media in teaching English writing was successful in improving the students' writing ability. This can be inferred from the observations of the teaching and learning process in the two cycles, the interviews with some of the students and the English teacher, and the evaluation questionnaire at the end of Cycle

II. Besides, the researcher and the collaborator also assessed the product of the teaching and learning process.

In this research report, the researcher provides the results of the students' written works before, during, and after the actions were implemented to support the findings. Before the implementation of the actions, the test was administered after the observation. During the implementation, there were two tests administered. They were on March 18th and May 20th 2014. After the actions implementation, the evaluation test was administered on May 23th 2014. The students' work was assessed both by the researcher and the collaborator using the same writing rubric. The following table shows the results of the assessment and the mean scores gotten from the scores given by the researcher and the collaborator.

According to the following table, there was an improvement on the students' writing skills. Many of the students made improvement at the end of Cycle II. Furthermore, the comparison among each aspect in every performance show a positive change. Generally, the students had made a good improvement in the following aspects: content, organization, and mechanics. Vocabulary and language are the two aspects that are still needed to be improved. The following tables show the detailed improvement that the students made.

Table 4.8: Comparison among the Students' Scores throughout the Research

	PRE-TEST	CYCLE I	CYCLE II	POST-TEST
CONTENT	18.68	21.22	23.88	24.46
ORGANIZATION	15.32	16.98	17.20	17.77
VOCABULARY	15.72	15.91	16.32	16.91
LANGUAGE	15.72	16.72	17.59	17.70
MECHANICS	2.89	3.06	3.35	3.55
TOTAL SCORE	68.36	73.85	77.68	80.37

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The research findings and discussion in Chapter IV show that the writing skills of the eight grade students in SMPN 1 Rembang were improved through the use of cue cards. In Cycle 1, the activities done were the use of cue cards to generate the students' ideas, improving the students' vocabulary mastery and text organization, and enhancing the students' motivation to learn English, especially in the classroom. Those activities gave an improvement in the students' writing skills. The improvement can be seen from the result of the students' score in Cycle 1, the field notes from the observation, and the interview with the English teacher and the students.

The activities in Cycle II were the use of cue cards to generate the students' ideas, improving the students' vocabulary mastery and text organization, and enhancing the students' motivation to learn English. However, there were two additional actions to make the students' improvement more optimal. The first action was using mini pictorial dictionary to improve the students' vocabulary mastery and the second action was giving personal praise to keep the students motivated in following the lesson. Those actions were added because of the result of the reflection in Cycle 1. It did show that there was improvement in students' vocabulary mastery and motivation. However, the change was not significant that the researcher wanted to take other actions.

According to the results of the students' assessments, the students made an improvement in generating ideas, text organization and learning motivation. Grammar and vocabulary were the two aspects of writing skills that the students were still lacking.

In Cycle II, it was found that cue cards could help the students to generate ideas, improve their vocabulary mastery, text organization, and enhance their motivation. It was with the help of the actions done besides implementing cue cards as the teaching media, such as the careful selection of the pictures used for the cue cards that were likely to suit the students' interests in Cycle I and II, the use of table in Cycle I, the guiding questions asked to help the students with the content of their texts in Cycle I and II, the use of a poster portraying people's description in Cycle I, the use of a table in Cycle I, the use of mini pictorial dictionary in Cycle II, and the giving of personal praise in Cycle II.

The conclusions of the whole process of this research study and the significances of the use of cue cards to improve the students' writing ability are given below:

1. In the beginning of the research, the researcher did the reconnaissance stage by doing an observation, giving questionnaires about the students' learning style preferences, and interviewing the students and the English teacher about the teaching and learning process in Class VIIID of SMPN 1 Rembang. The problems found in the reconnaissance stage were related to the students' motivation to learn English, the media used to teach writing, the students' difficulties to generate ideas, the vocabulary

mastery and organization of the text, the students' mindset that English is a difficult subject, and the students' grammar. Based on the data gained and the discussion with the English teacher, several problems were chosen. They are the problems related to the students' writing ability in generating ideas, text organization, vocabulary mastery, motivation, and the media to teach writing.

2. After the reconnaissance stage, the researcher and the teacher discussed the plan of actions to solve the problems chosen previously. There were four lesson plans used in two cycles. In Cycle 1, there were three actions implemented through various attempts. The first one was generating the students' idea through cue cards. The second action was improving the students' vocabulary mastery and ability to organize text. The third action was enhancing the students' motivation to learn English. In Cycle II, the researcher added 2 actions. Those were the use of mini pictorial dictionary to improve the students' vocabulary mastery and giving personal prize to keep the students motivated. In Cycle II, all of the pictures in the cue cards were taken from colourful cartoon films or series. It was to make the students excited more in joining the activities in the classroom and to maintain their motivation throughout the activities. The mini pictorial dictionary consisted of 60 verbs in the three verb forms. The intention of the use of the pictorial dictionary was to improve the students' vocabulary mastery, especially in verbs, since the text being learned at the time was recount text. The researcher did give

praise to the students in Cycle I, but the praise given in Cycle II was more personal. By giving the personal praise, it was expected that the students would be more emotionally involved and motivated in the classroom.

3. After planning, the researcher implemented the plan of the actions. As mentioned before, this research was conducted in two cycles. In the implementation of the action, the researcher acted as the teacher while the English teacher acted as the observer. Each cycle was done in two meetings. The cue card was used in the whole process including presentation, practice, and production in Cycle 1, while in Cycle 2 the cue cards were only used in presentation and practice stage. During the implementation of the actions, the data were obtained through observation, interview, and students' performance in the form of field notes, interview transcriptions and students' pre-test and post-test score comparison. The data were then used for reflection in order to determine the result of each cycle.
4. After the action was implemented, the researcher tried to do reflection in order to know the weaknesses of the cycle and improve it in the next cycle. The researcher interview the English teacher and some of the students in this stage. Other than that, the data from field notes and the result of students' performance were also taken into consideration in doing the reflection to know the significances of each activity and the result of the cycle as a whole.

5. Based on the data obtained during the process of this research, cue cards have been proved to improve the students' writing skills, especially in four aspects: generating ideas, organizing texts, vocabulary mastery, and motivation. In Cycle 1, the researcher tried to help students in generating ideas by using cue cards. The action was proven to give significant improvement to the students' works. The second action was improving the students' vocabulary mastery and organization of text. The use of cue cards was beneficial for the researcher to teach new vocabulary items to the students. In every cue card given to the students, the researcher could explain a few new words when discussing the cue card before writing a text. In Cycle II, the use of praise and mini pictorial dictionary were also significant to improve the students' motivation and vocabulary mastery. From the result of the implementation, it can be concluded that the students' motivation and vocabulary mastery was improved by using both additional actions. In Cycle II, the students' motivation during the teaching and learning process which was still lacking in Cycle I had been successfully dealt with. The students' vocabulary mastery was also improved more in Cycle II.

B. Implications

1. From the general findings in this research study, it can be implied that cue cards can be valuable for the teacher to be used as the media in the classroom to improve students' English writing ability. Thus, the

English teacher is encouraged to use cue cards as the media to teach writing.

2. Furthermore, the use of cue cards as the media in teaching English writing can further be the alternative ones, which are interesting to do in the classroom. The use of cue cards therefore can be implemented in different levels of education in order to improve students' lack of vocabulary mastery, text organization, motivation, and help the students in generating ideas for their writing works.

C. Suggestions

1. To the English Teacher

It is better for the teacher to provide the students with interesting media in the teaching and learning process in the classroom in order to make the students more excited in writing activities besides the other advantages will be gained from using cue cards.

2. To the School Principal

It will be better if the school can provide more facilities and media for the sake of English teaching and learning process.

3. To Other Researchers

It is recommended that other researchers conduct some research studies on the use of cue cards and its relation to students' writing ability in other levels of education.

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APPENDIX A

(VIGNETTES)

VIGNETTE 1

Observation

Date : December 24th, 2014

Time : 07.55-09.55

Place : VIHID

Respondents : R : Researcher

ET : English Teacher

Ss : Students

After the bell rang, the students moved to the multimedia room to have an English class (They use it approximately once a month to use the projector since their original class was not occupied with one.). The classroom was clean, but the seating arrangement did not let some students at the back row see the teacher's explanation comfortably. The lesson started at 8.00 because they had to clean the school environment every Friday morning before the class started. The English teacher greeted the students. Some students answered, some did not, and some were just noisy. The teacher then introduced the observer to the students formally. After that, the teacher began his teaching, continuing the previous meeting's material. He asked some questions regarding the material. Only a few answered his questions, while some did not even open their books yet. The class was held in multimedia room where there were computers on each table. After some time, the students started to get bored and played with the computer although it was not turned on. They just played with the mouses and keyboards. When explaining the material, some difficult words were found, but the students did not look them up in the dictionary since there were only a few students who brought it. There were actually dictionaries in the library, and the teacher explained that he usually let the students to borrow it, but they did not that day. Some students who actually brought the dictionary were reluctant to open it. When asked about some words contained in the text, the students had difficulties in answering because they had limited vocabulary items. Some students even joked about it and did not actually answer. After observing the students' works, it was obvious that the students did not have enough ideas to develop. The writing work would be stuck at some point and they would start chatting. It was not easy for them to write longer texts. They could not arrange the organization of the text well either. They did not understand the concept of main ideas and

supporting ideas. When the observer asked the teacher, he said that the students were struggling on understanding tenses as well. The grammatical errors often came from the wrong use of tense.

VIGNETTE 2

Meeting 1

Date : March 17th, 2014

Time : 08.35 – 10.10

Place : VIID

Respondents : R : Researcher

ET : English Teacher

Ss : Students

The classes was started at 08.35 a. m., and ended at 10.10 a. m. R together with ET went to the classroom. There was still a teacher from the previous class that R and ET should wait outside the class for a while. After the previous teacher came out, R and ET entered the class. ET firstly explained that that day was the time R held her research and asked Ss to work collaboratively with R. R was supposed to check the attendance but ET did it himself. ET then went to the back to the classroom to start observing the way R implementing her actions. R greeted the class, almost all of Ss replied. R then asked whether Ss remembered about descriptive text or not, since they had learned it in the first semester. *“Do you remember descriptive text?”*. *“Yes”*, answered the Ss. *“What is the purpose of a descriptive text.”* Some students replied *“To describe, hehe.”*. *“Okay, that’s correct. What are the things you can describe? Apa saja? Kemarin apa saja yang dideskripsikan?”*. *“Place,”* a student answered. *“And then?”* *“Something.”* *“Yes, an object, and finally?”*. *“People?,”* asked one student. *“Yes, a person.”*. R then told Ss what they would learn that day.

Before giving the sample descriptive text, R delivered a cue card of a picture of a young Hollywood actress first. R delivered a cue card to each student. There were various comments coming from Ss. *“Wahhh..”* said S1. S2 commented *“Artis eh artis kiye.”* While some others comment *“Selena Gomez kan?”*, *“Ayu ya?”*, *“Nanti gambarnya buat aku ya, Miss?”* said another student. Ss excitedly observed the cue card. When all of Ss had got their own cue card, R asked if Ss could describe the person in the cue card. R asked. *“Who knows*

this person?”. One student answered quietly, “*Selena Gomez.*”. “*Yes, it’s correct. Sebelumnya sudah pernah kan mendeskripsikan orang? How would you describe her?*”. Ss answered at once, it was difficult to hear their answers clearly. And then R guided Ss to describe accordingly. “*How about her hair?*”. Some said, “*Brown.*” while some other said, “*Straight, Miss.*” And then R asked the description based on the classification. For example, the classifications of hair were colour, texture, and length. By doing this, the student could answer the questions more organizedly. After that, R passed the handout to Ss. There was the real text describing Selena Gomez, and Ss were asked to check their answers before. After Ss read the text, R and Ss discussed it together, especially at the part where it was still confusing. After making sure that Ss understood, R moved on to the real tasks.

The second cue card consisted a picture of a man. On the handout, there was an available text about this new cue card. However, the text was incomplete. Ss were asked to complete the text based on the cue card. Before doing the task, R discussed the text with Ss first to know whether Ss really understood or not. When there was no more question, they moved on to start completing the text. Because it was still in the practice stage, and not all of Ss seemed to understand the material, there were options for Ss to choose. R gave the instruction and let Ss to start completing the text. Because it was still in the practice stage, R allowed Ss to work with their friends.

R gave Ss about 15 minutes to complete the paragraph. And then they discussed it together. About half of the class got all the answers correct, while some got 1 or 2 wrong answers.

After that, R delivered another cue card. This time, it was not a picture of a person. It was more of a poster-like cue card. In that poster, there were classifications of parts of body that could be used to describe a person. For example in the lips section, there were two pictures of people having thick and thin lips. By seeing the pictures, Ss could understand better when it was explained. R explained each feature one by one until Ss seemed to understand. R wanted to test Ss’ understandings that R appointed one student to come to the front of the class. after she was in the front, R asked the class to describe her. The order was like othe order on the poster. So they would describe her starting from the hair, eyes, nose, lips, and the face. Some Ss argued sometimes because they still had the tendency to mock their peers whenever possible. Some said that her skin was black while in reality it was not. R asked Ss to describe her precisely. R told that a description had to be the truth.

R then delivered the third cue card. It was a picture of an Asian woman. Ss did not seem really excited about the picture. R then asked some questions to make Ss interested more. R asked "How about her eyes?". "*Sipit buuu.*" "In English, please." "Slanting." "Slanted." R continued "You can use both. Slanted or slanting *sama saja.*" "*Sleting, sleting urung ditutup. Hahaha.*" "*Hehe, itu resleting.*" "*Hayoo, coba resleting bahasa Inggrisnya apa?*" "*Apa bu?*" "*Zipper ya bahasa Inggrisnya, bukan resleting.* Okay, now, who has slanted eyes here?" "*Itu bu, si Aldi belo matanya.*" "*Hahahahaha.*"

For the third cue card, the Ss were asked to complete a text more independently. There were no options and Ss were asked to write the identification of the text by themselves. Some Ss copied the sentences from the previous text and changed the information for the identification part. Most of them could do the exercise well.

After discussing the third text, R showed Ss some alternatives to write sentences. They were on the handout, so each students could see it themselves. There were no questions about this. For the last task, R asked Ss to observe one of their friends in pairs. They had to describe each other. R walked around to check whether Ss could really describe their friends. Some was still confused and still could not do it on their own, especially when they had to state their opinions.

For the last task, R planned to make Ss write a text by themselves about their friends. However the bell rang while the Ss were still halfway. So, Ss could not finish their works. That was why R excluded one task in the second meeting realizing that the time would not be enough.

The bell rang, and the handouts were submitted. R managed to conclude the materials briefly before ending the class. R said goodbye, and left the classroom.

VIGNETTE 3

Meeting 2

Date : March 18th, 2014

Time : 11.10 – 12.30

Place : VIID

Respondents : R : Researcher

ET : English Teacher

Ss : Students

As the bell rang at 11.10, R together with ET went to the classroom. ET directly went to the back of the classroom to start observing. R greeted the Ss. *"Good afternoon, everyone."* Ss did not answer. *"Kalau siang apa? Afternoon kan? Jadi?"* *"Tapi kan ini masih pagi, Miss."* *"Oh, jam 11 masih pagi ya? Ya sudah. Good morning, everyone."* said R. *"Good morning,"* answered Ss.

R did a brainstorming by asking questions regarding the materials from the previous meeting. Many of Ss could answer the questions even though some still hesitated. After that, as usual, R gave Ss a cue card each. However, this time the cue card was different. It consisted of three pictures and there were some clues on it including the person's full name, nick name, and the date of birth. R together with Ss discussed the cue card first before doing the task. R asked several questions related to the person physical appearance, hobby, and occupation. R explained again that in the first paragraph, which was the identification, there should be the general information of the person, so the name of the person should be put there.

After explaining for a while, R asked if there was anymore question. When there was none, R delivered the instructions and Ss wrote their own text right away. R walked around to see Ss' works. R helped some Ss who seemed to be really confused and guided them more than the other Ss. The R approached one student while she was preparing to write her text. The R asked *"How about this person? What is her hobby? Hobinya apa?"*. *"Nggg, memasak ya mbak?"*, she asked the R. *"Bahasa Inggrisnya apa?"*, the R asked her back. *"Cooking?"* she doubtly answered. *"Correct, how about her occupation?"*. The S answered, *"Perawat, nurse apa bukan mbak?"*. R responded *"Okay correct, you can do that."*

The R walked around the classroom again to see the other Ss' works. Ss seemed more enthusiastic than before. Some Ss asked the R about the things they were still confused about. One student asked, *"Miss, kalo ini mukanya oval atau round ya?"*. The R responded, *"Try look at the poster. Coba dibandingkan."* That student then observed his poster. *"Hmm, bulat ya, Miss?"*. The R answered, *"Is it the same as the poster?"*. *"Iya sama, berarti round ya?"* he asked. *"Kalau sama dengan yang round face berarti iya."*

To write the text, Ss needed approximately 30 minutes. When all of Ss had done with their works, R and Ss discussed the answers together. R asked the answers from some Ss and

asked back to the whole class whether the answer was correct or not. In this task, the majority of Ss could write quite well even though the sentences were not really good.

In the second meeting, Ss would be asked to write two texts, the source of the text were both from cue cards. For the second text, it was about an Indonesian famous actor and everybody seemed to know him. As usual, R and Ss discussed the cue card first, but in this task Ss did not need much guidance since they knew what they should do. However, it was quite different from the previous task since in this task Ss were asked to fill a table first. The table was meant for Ss not to leave out any information and write their texts more accordingly. Even though it was new for them, they could understand the instruction right away and started filling the table.

One student raised his hand while the R monitoring Ss' works. He asked a question, *"Miss, what is duty?"*. In the table, Ss were also asked to write the person's duty. R answered, *"It is something you have to do as your occupation. How about this person? What is his occupation?"*. The student answered, *"Polisi?"*. R continued, *"What is his duty? Kewajiban sebagai polisi apa?"*. *"Menangkap penjahat. Bandit?"* he asked again. *"Kalau bandit itu kurang cocok, mungkin criminal lebih umum dipakai. Berarti kalimatnya gimana?"*. *"..."*. *"Kalau menangkap itu catch. Jadi his duty is..."*. The student finished the sentence, *"Catch criminal ya Miss?"*. *"Pakai -ing ya soalnya bentuknya jadi noun. Jadi catching criminals."* *"Berarti itu ditaruh di paragraf 1 apa 2?"*. *"It can be included in the first paragraph, but it is also fine to put it in the second paragraph. Dua-duanya boleh. Yang penting kalau nama itu harus di paragraf 1."* *"Oke, Miss"*

After filling the table, Ss were asked to write a text based on the table. They were still confused to write their own sentences. Some Ss copied the sentences from previous material, but it was fine as long as the information was correct. R continued walked around the classroom to find if there was any student who still needed guidance.

And then R and Ss discussed the text together. In this stage, most of the Ss could answer. However, some of them seemed distracted because the bell was about to rang and it was time for them to go home.

After discussing the text that Ss had written, the R asked some questions to make sure that Ss understood the material well. The R asked the whole class, *"How about the task? Is it difficult?"*. Ss answered, *"Nooooo."* The R continued *"If so, who gets every answer correct? Siapa yang betul semua ayo ngacung?"*. About half of the class raised their hands. *"Who get*

I answer wrong? Salah satu?''. Some raised their hands. *''How about the rests? Gimana yang lainnya?''*. *''Salah dua, buuu.''*. Out of the ten answer about the description of the person in the cue card, Ss could get at least 8 answers correct.

R then concluded the material they learned that day. Ss submitted their works and packed their bag. One of Ss led to say a prayer. R said goodbye and let Ss go out of the classroom.

VIGNETTE 4

Meeting 3

Date : May 19th, 2014

Time : 08.35 – 10.10

Place : VIID

Respondents : R : Researcher

ET : English Teacher

Ss : Students

The class started at 08.35. ET, accompanied with R, greeted the students, *''Assalamu'alaikum Warahmatullahi Wabarakatuh. Good morning, everybody.''*. All students replied, *''Assalamu'alaikum Warahmatullahi Wabarakatuh. Good morning, Sir.''*. ET then explained that that day was the day when R would continue her research in VIID. After explaining the matter, ET went to the back of the classroom to start observing.

R checked Ss' attendance by asking the students who were absent that day. R continued by asking Ss about recount text, since they had been taught about it previously. Some students still looked confused and did not know a thing about recount text. That was why R explained a bit about recount text in the beginning.

R distributed a cue card consisting some pictures portraying events to each student. Firstly, R and Ss discussed the content of the cue card. The researcher then asked, *''What do you think the pictures here are about?''*. Some students answered, *''Upin Ipin!''*, while some students said, *''Kerja bakti!''*. The researcher said, *''Upin Ipin, okay, correct. Tau Upin Ipin semua kan? Nah, itu di papan tulis itu tulisannya apa? Lomba menghias taman kan?''*. The students answered, *''Iyaaa.''*. The researcher continued, *''Siapa yang ikut lomba kira-kira*

disini?”. “*Upin Ipin, buu.*”. “*Terus, kita lihat dari awal ya. Yang gambar pertama itu gimana? Upin Ipin ngapain itu?*”. R asked some questions about the cue card to Ss collectively. R asked, “How about the first picture? *Itu Upin Ipin lagi ngapain?*”. Some answered, “*Lagi jalan.*”, some said, “*Pergi ke sekolah.*”. R continued, “*Betul, jadi itu bangunan sekolah, ya? Upin Ipin pergi ke sekolah, terus, yang kedua?*”. One student said, “*Di kelas.*”. Some said, “*Itu cik gu.*”. “*Iya, jadi itu guru di depan kelas, menurut kalian sedang apa gurunya? Di papan tulis itu ada tulisannya. Jadi bu gurunya sedang menjelaskan...?*”. the whole class answered, “*Lomba menghias taman.*”. “*Selanjutnya, yang gambar ketiga? Tentang apa?*”. The answers varied, “*Itu peralatannya.*”. “*Mencari barang-barang yang dibutuhkan.*”. “*Mau beli itu semua.*”. “*Iya, jawabannya benar semua. Jadi cari barang-barang dan peralatan yang dibutuhkan. Bisa cari, atau beli. Nah, sekarang yang selanjutnya.*”. the discussion continued until all of the pictures in the cue card were discussed together.

After that, R gave Ss the real text of the cue card and asked them whether their ideas before matched with the real text or not. In the text, the verbs had been underlined, the adverbs were in bold, and the sequencing words were in italic. By doing this, it would be easier for the students to identify the language features of the text. At first, R and Ss discussed the form of the verbs, which was past tense. Ss were asked the present form of the verbs. Some could answer while the others could not. Then, R explained the verbs one by one. After that, they discussed the adverbs. R explained the importance of adverbs, especially adverb of time since recount text is sequential. R then gave other examples and asked Ss to give her other examples as well. Finally, R explained the sequencing words used in the text and the function of it.

The second cue card was given. As usual, R and Ss discussed the content of the cue card first, before moving on to the real task. R asked some questions regarding the pictures in the cue card to guide Ss in understanding it. Because Ss had been familiar with the process, they had analysed the pictures in the cue card first, even though R did not ask them to. After discussing the content, they moved on to the real exercise. That time, Ss were asked to fill the blanks with appropriate verbs. There were options of the verbs in different forms and Ss had to choose the ones in past form. After Ss understood the instruction, they started doing the exercise. The researcher walked around to see the students’ progress in doing the exercise. She asked one of the students, “*Is it difficult?*”. “*Yes, Ma’am.*”. “*Kamu tidak bawa kamus, ya?*”. “*Tidak bawa, bu.*”. “*Oh iya, kemarin kata Pak Miftah sudah dikasih daftar kata kerja irregular, dibawa atau tidak sekarang?*”. “*Tidak bawa, bu. Lupa, tadi ketinggalan.*”. “*Oh, ya sudah, besok jangan lupa dibawa ya. Sekarang itu dikerjain sendiri dulu sebisanya.*”. R asked

the other students and it turned out that almost all of the students did not bring a dictionary or the verbs list given by their English teacher. Thus, the researcher gave the students the mini pictorial dictionary consisting verbs that are usually used in a recount text. After giving the mini pictorial dictionary, Ss started finding the verbs in the text in it. However, not all the words in the text were included in the mini dictionary. Because of this, R helped Ss with some words that were not included by letting them know the real answer.

The previous mini dictionary that was given to Ss contained some blanks that Ss were supposed to fill. the blanks were in the places where the Indonesian translation were supposed to be. Ss had to write the Indonesian translation based on their knowledge or the picture representing each word. R asked a student about her progress in doing the exercise, “How is it? *Susah apa nggak?*”. The student did not reply and just sat nervously. “*Kalo yang ini, bahasa Indonesianya apa? Tau nggak?*”. She replied, “*Nggak tau, Bu.*” R said, “*Kalau dari gambarnya bagaimana? Ini menurut kamu gambar apa? Kan ini tangannya diangkat, kira-kira orang ini sedang apa?*”. She answered, “Say hi?”. “Almost correct. *Yang benar itu melambaikan tangan ya. Kalo wave itu kan artinya bisa ombak, bergelombang, bisa juga melambaikan tangan. Gitu ya? Jelas?*”. “Oh, yes, Ma’am. Thank you.” R kept doing it until Ss understood the meaning of each word in the dictionary.

And then, they moved on to the next exercise. As usual, a new cue card was given to each student. This time, Ss were asked to write sentences based on the pictures in the cue card. Because Ss had known what to do once they got a new cue card, R and Ss just discussed the content of the cue card briefly. In the exercise, there was a table. The students were asked to fill each row with sentences describing the event in each picture. To help Ss in constructing their sentences, R gave them some keywords for each picture. Ss might or might not use the keywords given. They started writing their sentences. Since grammar was most of Ss’ weakness, R kept monitoring Ss’ works to see their progress. After all of the sentences were written in the table provided, the researcher asked the students to add adverbs of time or place, or both. After that, the researcher also asked them to add sequencing words to connect the sentences so it would be more coherent.

The bell rang and R asked Ss to bring the handout since they would discuss Ss’ sentences in the following meeting. R briefly asked Ss some questions regarding the activities they had done that day. After that, R then guided Ss to say a prayer and said her greeting. R, with ET, left the classroom.

VIGNETTE 5

Meeting 4

Date : May 20th, 2014

Time : 11.10 – 12.30

Place : VIID

Respondents : R : Researcher

ET : English Teacher

Ss : Students

R entered the classroom when the bell rang at 11.10 a.m. R went to the classroom with ET. ET then went to the back of the class while R greeted Ss, *“Good morning, everybody.”* Ss replied, *“Good morning, Ma’am.”* R said, *“Pelajaran yang kemarin masih ingat? Tentang apa?”*. Ss answered, *“Recount text.”* R then explained briefly of what they had learned in the previous meeting.

Firstly, R asked Ss to check their sentences that were made in the previous meeting. After making sure that all of the rows in the table were filled, R pointed some Ss randomly to write their sentences on the whiteboard. Each student should write one or two sentences describing each picture in the cue card. After all of the pictures were described in the sentences written on the whiteboard, R discussed them with Ss.

Seeing that some of the sentences were grammatically wrong, R corrected them and explained the reason. For example, in the wrong use of *much* and *many*, R said, *“Maruko ate biscuits so much. Nah, ada yang tau bedanya much sama many nggak?”*. No student replied. Then, suddenly a student said, *“bisa dihitung, tidak bisa dihitung.”*. *“Betul sekali, nah, seperti kata Bagus tadi, ada benda yang bisa dihitung, ada yang tidak bisa. Yang bisa dihitung itu kalau jamak di belakangnya dikasih -s atau -es. Menurut kalian, biskuit bisa dihitung atau tidak?”*. Ss replied, *“Bisaaaa.”* R continued, *“Bisa! Benar. Kalau bisa dihitung itu pakainya many, kalau tidak bisa pakainya much. Berarti jadinya bagaimana?”*. *“biscuits many?”*, one student said. *“Hampir betul! Kalau artinya banyak itu ditaruhnya di depan kata benda, kalau di belakang itu artinya sangat, dan many itu tidak bisa ditaruh di belakang, yang bisa itu cuma much. Contohnya, I love you so much, itu artinya saya sangat cinta kamu. Nah kalau disini*

kan artinya harusnya banyak biskuit, jadi kalimatnya...". Ss replied, *"Many biscuits."*. *"Benar! Nah sekarang kalimat selanjutnya.."*

After discussing all of the sentences, Ss corrected thier own error if there was one. R then asked Ss if there was any question. Some Ss asked R about their sentences whether it was correct or not. After that, they moved on to the next exercise.

In the next exercise, a new cue card was distributed. Thus time, there were 12 pictures, which would result in longer texts, portraying an event each in the cue card. In this exercise, Ss were asked to do the same thing, but the table was replace with a time table this time. It meant that Ss should write the adverbs altogether with the description of the events in the pictures at the same time. To help Ss, in the cue card, there were hints provided by R about the adverbs Ss should write. After the students filled the time table, R asked Ss randomly to write their sentences on the whiteboard in front of the classroom. Just like previously done, R correct the students' sentences written on the white board one by one, especially the grammar of their sentences. It looked like their sentences had gotten better than before. After that, R also allowed Ss to ask questions if they had ones, or confirm their own sentences they wrote before.

In the final task, Ss were asked to write their own texts based on their experiences. In this task, Ss were also given a time table to fill before writing their text. When Ss were filling their time table, R walked around the classroom to see Ss' works. One of Ss had her text almost done, R asked, *"Time table-nya sudah complete, kan? Coba saya lihat."* R saw the student's handout to see her time table. Once making sure that the content of the table was correct by pointing out some parts that were not correct yet, R said, *"Yang ditaruh di paragraf pertama mau yang mana?"*. The student let R know the parts she intent to put in the first paragraph. R asked, *"Yang paragraf pertama itu orientation, kan? Isi orientation apa?"*. The student answered, *"Siapa, kapan, dimana, pokoknya yang informasi utama teksnya, Bu."* *"Good, nah itu sudah betul ya berarti paragraf pertamanya, sekarang kalau events..."*

When the time table was completely filled, Ss were then allowed to write their texts in a recount text format where there would be orientation, events, and optional reorientation in it. While seeing Ss' work, R noticed that some did a good job while others were still confused. R asked one student, *"Bagaimana? Bisa?"*. *"Bisa Bu"*. *"Good. Ya sudah, dilanjutkan ya, nanti kalau ada yang masih bingung bisa tanya sama saya."* After a while, the student asked, *"Bu, kalau ini bagaimana, ya?"*. *"Yang mana?"*. *"Ini kan sampai kami capek. Berarti gini bukan, Bu?"*. *"Oh, bukan. Kata arrive kurang tepat. Memang artinya sama-sama sampai. Tapi kalau*

arrive *itu kalau sampai di suatu tempat, misalnya* arrive at school, at home. *Nah kalau sampai capek, itu pakainya until, jadi until apa?*”. “Until we are tired?”. “*Jangan lupa pakai* past tense, *ya. Jadi bukan are, harusnya..?*”. “*Oh iya, we were tired.*”. “*Betul sekali. Keep your good work.*” He imitated, “Good work, good work.” The texts they had written were then submitted to be discussed in the next meeting before doing the post-test.

Finally, R with Ss concluded the activities they had done that day. R led Ss to say a prayer, then left the class with ET.

APPENDIX B

(INTERVIEW TRANSCRIPTS)

INTERVIEW TRANSCRIPT 1

- R: Halo, dek. Kamu nggak ke kantin?
 S1: Enggak, mba. Nanti aja pas istirahat kedua.
 R: Tadi malem belajar bahasa Inggris buat hari ini nggak?
 S1: Hehe, enggak mba. Kan nggak ada PR..
 R: Terus tadi malem ngapain dong?
 S2: Nonton sinetron Ganteng-Ganteng Serigala itu mbaa..
 S1: Enggak ding. Dia juga mba!
 R: Haha, suka sama siapa disitu? Serigala?
 S1: Bukan mba, vampirnya yang ganteng itu lho.
 R: Wah aku nggak tau. Emang artis-artis yang kalian tau siapa aja?
 S1: Ya banyak mba. Nikita Willy, Aliando, Dude, banyak lah.
 R: Kalau kalian tau mereka juga?
 S2, S3, S4: Tau mba.
 S1: Kenapa emangnya mba?
 R: Nggak papa kok, ini aku mau buat media buat ngajar kalian bahasa Inggris, bingung mau pake gambar siapa.
 S1: Yang ganteng-ganteng aja mba.
 R: Iya iya. Ya udah makasih ya.

December 23rd, 2014

INTERVIEW TRANSCRIPT 2

- R: Hey, aku mau nanya-nanya bentar boleh ya?
 S1: Mending tanya sama yang pinter aja deh mba.
 R: Ini bukan tanya pelajaran kok, nggak apa-apa ya? Gini, penyanyi favorit kamu siapa?
 S1: Yang Indonesia apa luar negeri?
 R: Kalau yang dari Indonesia siapa?
 S1: Mmm.. Agnes, terus D'masiv, Geisha.
 R: Sekarang kalau yang dari luar negeri?
 S1: Bruno Mars, Simple Plan, sama Katy Perry juga suka.
 R: Wah, suka Bruno? Aku juga, sukanya lagu yang mana?
 S1: Yang Just the Way You Are itu lho mba.
 R: Iya, bagus ya? Kamu tau kan arti lagunya?
 S1: Intinya tau mba.
 R: Oke bagus, bagus. Nah kalau kamu? Sukanya siapa?
 S2: Avenged Sevenfold mba. Tau nggak mba?
 R: Tau lah. Emang kamu tau arti lagunya?
 S2: Wah mba gaul. Ya gitulah, nggak terlalu.
 R: Makanya belajar bahasa Inggris yang bener dong.
 S2: Iya deh mba..

December 23rd, 2014

INTERVIEW TRANSCRIPT 3

- R: Hai, namanya siapa?
 S1: Fatia mba.
 R: Kalau kamu?
 S2: Eka.
 R: Oke, aku mau tanya-tanya bentar ya. Kalian suka nonton TV kan?
 S2: Suka.
 R: Sukanya nonton apa?
 S2: Tergantung mba. *Remote*-nya dipegang adikku, aku ngalah aja dia mau nonton apa?
 R: Emang kalo jadi kakak harusnya gitu. Nah, yang biasa ditonton apa?
 S2: Acara kartun paling. Kayak Masha, Sofia, Upin Ipin.
 R: Selain itu apa lagi?
 S2: Mmm, sinetron itu mba kadang-kadang yang judulnya Kian Santang itu. Kalo aku sih sukanya Mahabharata.
 R: Berarti kamu tau kan semua acara itu?
 S2: Tau, kan nonton terus.
 R: Bagus. Kalo kamu, Fatia? Sukanya nonton acara apa?
 S1: Sama mba. Paling kartun-kartun juga. Tapi aku jarang nonton TV, nonton pas hari Minggu aja biasanya.
 R: Kalau Minggu, nonton kartun apa biasanya?
 S1: Doraemon, Shinchon, Maruko, Conan.
 R: Oke deh kalo gitu. Makasih yaa.

December 23rd, 2014

INTERVIEW TRANSCRIPT 4

- R: Hai, lagi pada ngobrolin apa?
 S1: Hehe, enggak kok mba.
 R: Oh iya, aku mau nanya dikit nih. Aku kan butuh data buat bikin media. Sekarang aku mau cari temanya. Nah, sekarang aku mau tanya aktris atau aktor dari luar negeri yang kalian tau itu siapa aja?
 S2: Angelina Jolie, mba.
 S1: Selena Gomez.
 S3: Demi Lovato.
 R: Wah, pinter-pinter deh kalian jawabnya. Emang kalian tau judul film yang dimainin mereka?
 S3: Camp Rock mba. Demi Lovato main sama Jonas Brothers.
 R: Kalau Jolie?
 S1: Banyak dia mba.
 R: Iya sih. Kalau yang dari Indonesia gimana?
 S2: Aliando mba!
 R: Semangat banget jawabnya. Emang dia lagi tenar banget ya sekarang?
 S2: Iya mba, kan ganteng.
 R: Sayangnya serigala ya..
 S2: Ih bukan mba, dia kan bukan jadi serigalanya.

December 23rd, 2014

INTERVIEW TRANSCRIPT 5

- R: Permissi pak, boleh saya minta waktu sebentar untuk wawancara?
- T: Oh iya silahkan, kebetulan saya sedang tidak ada jadwal mengajar.
- R: Begini pak, saya ingin menanyakan mengenai kemampuan Bahasa Inggris siswa, khususnya writing. Bagaimana kemampuan rata-rata mereka menurut Bapak?
- T: Kebanyakan siswa itu masih kurang termotivasi untuk belajar Bahasa Inggris, karena sudah terlanjur menganggap Bahasa Inggris itu sulit. Jadi mereka mencoba saja tidak mau.
- R: Oh, jadi itu masalah mindset mereka ya, Pak? Kalau di dalam kelas, kesulitan apa yang Bapak hadapi?
- T: Kalau rata-rata sih jujur saja masih banyak kesulitan. Kebanyakan siswa bahkan tidak mengerti konsep tenses, sehingga seringkali salah dalam membuat kalimat. Organisasinya juga masih belum benar. Di sekolah ini ada satu kelas unggulan, anak-anaknya sudah lumayan mengerti konsep tenses sehingga bisa membuat kalimat sendiri, akan tetapi siswa dari kelas yang lainnya masih butuh banyak bimbingan.
- R: Untuk mengatasi masalah-masalah tersebut, biasanya apa yang Bapak lakukan?
- T: Dalam hal memotivasi siswa, biasanya ketika siswa sudah terlihat jenuh, saya akan menyisipkan cerita-cerita naratif yang dapat memotivasi mereka. Kita juga mencoba memakai media kamus. Sebenarnya siswa sudah disuruh membawa kamus sendiri, tetapi banyak yang tidak membawa karena mereka bisa meminjamnya di perpustakaan.
- R: Kalau untuk sumber materi yang disampaikan, Bapak menggunakan sumber darimana?
- T: Kalau disini kan semua siswanya sudah memiliki buku paket sendiri ya, jadi kebanyakan dari buku paket itu. Ditunjang sedikit dengan LKS. Selain itu saya juga mencari-cari materi sendiri dari internet.
- R: Kalau untuk writing sendiri, biasanya bagaimana teknik mengajar Bapak agar siswa lebih mudah mengerti?
- T: Saya biasanya memberikan teks contoh terlebih dahulu sebelum mereka mulai menulis. Dan sebelumnya kan ada reading dulu ya, jadi itu juga bisa dijadikan *brainstorming* ketika kelas writing akan dimulai.
- R: Untuk writing sendiri, kesulitan apa yang Bapak hadapi dan kenapa writing sulit untuk diajarkan?
- T: Yang pertama itu anak-anak masih sangat sedikit sekali stok vocabulary-nya. Saya sih sudah menyuruh mereka membawa kamus tetapi jarang yang bawa karena di perpustakaan juga ada, dan bisa dipinjam. Saya juga menargetkan mereka menghafal vocabulary setiap bulan 50 kata. Kemudian mereka juga tidak memahami konsep tenses, jadi masih acak-acakan tulisannya. Organisasi kalimat juga masih belum baik. Banyak siswa yang bosan juga pas pelajaran writing dan ramai sendiri di kelas.
- R: Baik, pak. Saya rasa sudah cukup pertanyaannya. Terima kasih pak, nanti saya tolong dikabari kalau sudah ada jadwal observasinya.
- T: Iya, sama-sama, nanti saya kabari lewat SMS.

December 23rd, 2014

INTERVIEW TRANSCRIPTION 6

- R: Tadi pelajarannya gimana?
 S: Ya seneng sih.
 R: Kalo pelajaran pake gambar (Cue Card) dan nggak pake gambar (Cue Card) ada bedanya nggak? Enakan pake gambar (Cue Card) atau nggak (Cue Card)?
 S: Lebih enak pake gambar, mbak. Lebih gampang.
 R: Kamu tadi bisa ngerjain nggak?
 S: Nggak bisa.
 R: Kok nggak bisa? Kenapa?
 S: Ya bisa sih, cuma tadi ada yang kurang nulisnya, tanggal lahirnya tadi belum ditulis.
 R: Oh iya D. O. B. kan itu singkatan date of birth, artinya tanggal lahir. Di gambarnya sudah ada kan itu tanggal lahirnya?
 S: Oh iya mbak ada.
 R: Yaudah berarti tinggal dimasukkin aja tanggal lahirnya. Kalimatnya bisa?
 S: ...
 R: Kalau kalimatnya, kamu bisa lihat contoh yang sebelumnya ya, kan ada itu di teksnya, nanti tinggal diganti aja tanggalnya.
 S: Oh gitu, berarti kalau kalimatnya sama kaya gini nggak papa ya mbak?
 R: Iya nggak papa. Kalau yang lainnya udah ngerti?
 S: Iya, udah kok mbak.
 R: Kalau sama pak Miftah (Guru B. Inggris) biasanya ngapain aja di kelas?
 S: Ya kaya gitu mbak. Tapi lebih mudah kiye ya daripada pak Miftah?
 S2: Iya.
 R: Lebih mudah gini? Kalo pak Miftah biasanya?
 S: Latihan-latihan sih mbak biasanya.
 R: Oh ya udah. Makasih ya.
 S: Iya mbak, sama-sama.

March 17th, 2014

INTERVIEW TRANSCRIPTION 7

- R: Tadi gimana pas ngerjainnya?
 S: Gimana mbak maksudnya?
 R: Yang ini misalnya, ini gimana di gambarnya? Hobinya apa?
 S: Memasak ya, Mbak?
 R: Bahasa Inggrisnya apa?
 S: Cooking?
 R: Betul. Kalau occupation-nya apa?
 S: Perawat, nurse apa bukan mbak?
 R: Oke, bener. Wah udah bisa berarti ya?
 S: Insyaallah, Mbak.

March 17th, 2014

INTERVIEW TRANSCRIPTION 8

- R: Kamu bisa nggak tadi pelajarannya?
 S1: Bisa dong mbak.
 R: Ada yang susah nggak tadi?
 S2: Masih bingung bikin kalimatnya.
 R: Kan bisa lihat di contohnya. Di tabel juga ada contoh alternatifnya kan?
 S1: Tapi tetep susah mbak.
 R: Ya latihan terus makanya. Nanti saya bantu deh bikin kalimatnya.
 S1: Oke deh, mbak.
 R : Tadi kan mendeskripsikan orang pakai gambar (Cue Card) terus dicocokkin ke posternya kan? Gimana menurut kamu?
 S : Itu lebih mudah sih mbak, jadi bisa dicek. Misalnya kalau bentuk wajah masih bingung, bisa dilihat terus dicocokkan.
 R : Kalo pelajaran pake gambar (Cue Card) dan nggak pake gambar (Cue Card) ada bedanya nggak? Enakan pake gambar (Cue Card) atau nggak (Cue Card)
 S : Lebih enak pake gambar, mbak. Lebih gampang.

March 17th, 2014

INTERVIEW TRANSCRIPTION 9

- R: Tadi gimana pelajarannya
 S: ...
 R: Gimana? Apa seneng, mbosenin, apa biasa aja?
 S: Seneng, ada gambarnya.
 R: Kalau kamu lebih seneng pake gambar (Cue Card) apa nggak pake?
 S: Pake gambar (Cue Card).
 R: Tapi tadi bisa nggak ngerjainnya? Apa masih ada yang bingung?
 S: Mmm, bisa.
 R: Bisa? Bagus. Kalau biasanya sering pakai gambar-gambar kayak gini juga?
 S: Enggak, paling pakai slide kadang-kadang, Mbak.
 R: Oh, gitu ya? Oke, makasih ya.
 S: Sama-sama, Mbak.

March 18th, 2014

INTERVIEW TRANSCRIPTION 10

- R: Tadi gimana pelajarannya menurut kamu.
 S: Ya enak sih.
 R: Kalo pake gambar (Cue Card) sama nggak pake kamu lebih suka yang mana?
 S: Ngg, sama aja.

(Continued)

(Continued)

- R: Sama aja? Tapi tadi bisa nggak? Ngerti nggak pelajarannya?
 S: Bisa.
 R: Kalau sama yang biasanya? Biasanya gimana?
 S: Ini lebih enak sih mbak, mudah dipahami.
 R: Berarti ada bedanya kan?
 S: Hehe iya mbak, dikit.

March 18th, 2014

INTERVIEW TRANSCRIPTION 11

- R: Tadi gimana pelajarannya yang ngisi tabel itu?
 S1: Lebih mudah mbak, jadi nggak ada yang ketinggalan.
 R: Terus?
 S2: Mmm.. Nulisnya juga bisa urut sih, jadi habis ini tinggal ini, gitu.
 R: Kalau nggak dikasih tabel, gimana? Kira-kira bisa nggak?
 S1: Agak susah sih kayaknya.
 R: Jadi, kamu lebih seneng kalau pakai tabel?
 S1: Iya.
 R: Oke deh, makasih ya waktunya.

March 18th, 2014

INTERVIEW TRANSCRIPTION 12

- R: Dek, saya minta waktu buat wawancara sebentar, ya?
 S: Jangan susah-susah, Mbak, tanyanya.
 R: Enggak tenang aja, kan bukan tes. Gini, kan kamu sudah saya ajar selama dua hari ini. Nah, kira-kira ada yang berubah nggak? Kamu ada kemajuan?
 S: Ada sih, Mbak, kayaknya.
 R: Kemajuan dalam hal apa?
 S: Yang jadi tahu kata-kata baru, nggg.. itu aja kayaknya, hehe.
 R: Nah, perbedaan cara mengajar saya sama yang biasanya itu apa? Kamu tahu nggak?
 S: Yang pakai gambar-gambar itu bukan?
 R: Betul sekali! Nah, yang gambar itu kan tadi kamu pakai buat menulis teks. Kalau kamu disuruh menulis teks dengan sumber gambar, dan tidak dengan gambar, menurut kamu lebih mudah mana?
 S: Yang pakai lah, Mbak.
 R: Kenapa lebih enak pakai gambar?
 S: Jadi tahu yang mau ditulis apa.
 R: Oke, bagus. Segitu dulu, besok-besok saya tanya-tanya lagi. Makasih, ya.
 S: Sama-sama, Mbak.

March 18th, 2014

INTERVIEW TRANSCRIPTION 13

- R: Hai, tadi kamu masih banyak yang bingung nggak pelajarannya?
 S: Hai, mbak. Nggak terlalu sih, bisa ngerjain kok.
 R: Kamu tadi ada pertanyaan belum ditanyain nggak?
 S: Nggak ada sih, mbak.
 R: Kalian kalau disuruh nanya di kelas itu malu ya?
 S: Kalau di depan kelas sih kadang-kadang malu, mbak. Tapi kalau kayak mbak tadi ngeliatin satu-satu, nggak sih.
 R: Berarti kalian malu kalau di depan kelas aja?
 S: Iya, kalau saya lho mbak.
 R: Kok malu sih? Kenapa? Kan udah lama temenan kan?
 S: Ya tetep aja malu, mbak, hehe.
 R: Ya udah. Makasih ya waktunya.
 S: Iya, sama-sama, mbak.

May 19th, 2014

INTERVIEW TRANSCRIPTION 14

- R: Saya mau tanya-tanya sedikit ya. Tadi pas ngisi tabel itu bisa atau tidak?
 S: Bisa, tapi nggak tau kalimatnya bener apa enggak.
 R: Tapi tadi sudah saya teliti kan?
 S: Tapi pas terakhir-terakhirnya kan belum diteliti, Bu.
 R: Oh kalau itu nanti saya liat dulu di rumah, nanti pertemuan selanjutnya baru dibahas lagi.
 S: Oh iya iya.
 R: Tadi kamu udah selesai kan ngerjainnya?
 S: Ada yang belum, Bu.
 R: Nanti di rumah jangan lupa diselesaikan, ya. Besok kan mau dibahas.
 S: Siap.
 R: Oke, makasih buat wawancaranya.

May 19th, 2014

INTERVIEW TRANSCRIPTION 15

- R: Tadi gimana? Kesusahan nggak bikin teksnya?
 S: Tadi lumayan bisa sih, Bu.
 R: Tadi yang pake time table itu kira-kira membantu nggak buat kamu?
 S: Membantu sih bu, jadi nggak bingung, soalnya sudah dikasih kotak satu-satu.
 R: Kalau langsung menulis dengan menggunakan time table dulu, kamu lebih milih yang mana?
 S: Enakan yang pake tabel itu sih bu kayaknya.
 R: Terus kalau pakai gambar gitu bagus nggak menurut kamu?
 S: Bagus, Bu, gambarnya.

(Continued)

(Continued)

- R: Bukan gambarnya, maksudnya ada manfaatnya nggak kira-kira?
 S: Kalau saya sih suka, Bu. Biar nggak bosan.
 R: Oh gitu, oke, makasih yaa.
 S: Sama-sama, Bu.

May 20th, 2014

INTERVIEW TRANSCRIPTION 16

- R: Aldi, sini bilangin.
 S: Kenapa, Bu?
 R: Saya wawancara bentar ya?
 S: Yang lain aja Bu lah.
 R: Sebentar aja, nggak dinilai kok. Gini, selama kamu diajar sama ibu, ada perubahan nggak? Kemampuan bahasa Inggris kamu meningkat?
 S: Ya ada, Bu. Jadi ngerti banyak kata-kata bahasa Inggris, Ibu ngajarnya detail soalnya..
 R: Bagus. Nah, kalau cue cardnya, itu lho yang gambar-gambar, kamu ngerasa pakai itu membantu nggak? Lebih enak pakai itu apa diajarin kayak biasa?
 S: Membantu, kadang-kadang bingung soalnya Bu mau nulis apa. Lebih enak pakai, gambarnya bagus.
 R: Oke itu aja, makasih ya.
 S: Iya, Bu.

May 20th, 2014

INTERVIEW TRANSCRIPTION 17

- R: Halo, mau saya wawancara sebentar?
 S: Yang lain deh, Bu.
 R: Sebentar kok, nggak dinilai.
 S: Ya udah deh.
 R: Nah gitu dong. Kan kemarin-kemarin sudah sering saya ajar Bahasa Inggris kan? Menurut kamu, gambar-gambar (Cue Cards) yang saya pakai kemarin itu berguna atau tidak?
 S: Mmm, berguna.
 R: Berguna dalam hal apa?
 S: Jadi nggak bosan aja sih, Bu.
 R: Kalau dalam menulis teks? Lebih suka pakai gambar (Cue Cards) atau tidak?
 S: Pakai, Bu. Lebih mudah.
 R: Oke deh. Makasih

May 20th, 2014

INTERVIEW TRANSCRIPTION 18

- R: Bagaimana tadi pelajarannya? Susah nggak?
 S: Ada yang susah, ada yang lumayan gampang, Bu.
 R: Yang susah yang bagian mana?
 S: Yang ganti kata kerja sama yang Maruko itu agak susah, Bu.
 R: Oh, yang diganti jadi past tense itu ya. Kalau itu yang penting kalian hafal yang irregular verbs, memang harus dihafalkan kalau itu. Yang regular kan gampang, tinggal tambah -d atau -ed belakangnya. Yang maruko susahnya apanya?
 S: Bikin kalimatnya, Bu. Nggak tau bahasa Inggrisnya.
 R: Ohh, itu. Tapi tahu makna gambarnya kan? Bisa dideskripsikan kan?
 S: Kalau pakai bahasa Indonesia sih bisa, Bu, hehe.
 R: Tadi kan sudah Ibu kasih keyword. Kamu pakai keyword apa kata-kata sendiri di kalimatnya?
 S: Pakai kata-kata dari Ibu, habisnya susah kalau cari sendiri.
 R: Oh, ya sudah. Jangan lupa kata-kata yang di poster itu dihafalin, ya.
 S: Iya, Buuu.
 R: Oh iya, menurut kamu tadi gambar yang dipakai bagaimana?
 S: (Did not answer directly.) Bagus, Bu, gambarnya. Adik saya juga suka kartun, nanti gambarnya buat saya aja, Bu, hehe.
 R: Boleh, boleh. Emangnya kamu tau itu kartun apa? Adik kamu juga tau?
 S: Tau dong, Bu. Kan sering nonton juga di TV.
 R: Kalo tau, berarti tadi ngerjainnya bisa, kan? Kan udah sering liat kartunnya?
 S: Tau dong, Bu. Kan sering nonton juga di TV.
 R: Kalo tau, berarti tadi ngerjainnya bisa, kan? Kan udah sering liat kartunnya? Sudah tau tokoh-tokohnya, kan?
 S: Lumayan bisa, Bu, alhamdulillah.
 R: Great, then. Ya sudah, terima kasih ya sudah mau di wawancara.
 S: Sama-sama, buuu.

May 20th, 2014

INTERVIEW TRANSCRIPTION 19

- R: Hai, tadi gimana pelajarannya?
 S: Asik, Bu.
 R: Gimana maksudnya?
 S: Ya, enak, daripada kayak biasanya cuma gitu-gitu terus.
 R: Berarti lebih senang yang pakai gambar-gambar (Cue Cards) itu?
 S: Iya.
 R: Kamu tadi tau apa tidak gambarnya (Cue Card) diambil dari apa saja?
 S: Kartunnya? Upin Ipin, Maruko, itu aja, yang lain nggak tahu.
 R: Berarti sudah familiar dengan sebagian gambarnya kan ya? Sering nonton Upin Ipin sama Maruko ya?
 S: Ya lumayan, Bu.
 R: Ya sudah itu saja. Makasih ya.
 S: Sama-sama, Bu.

May 20th, 2014

INTERVIEW TRANSCRIPT 20

- R: Maaf Pak, bisa saya wawancara sebentar?
- T: Iya, bisa.
- R: Jadi begini Pak, kan Bapak sudah melihat ketika saya mengajar di kelas VIIID selama empat pertemuan. Menurut Bapak, apakah media cue card yang saya pakai mempunyai dampak positif terhadap proses pembelajaran?
- T: Kalau dampak positif itu pasti ada lah. Bisa dilihat juga dari hasil belajar anak-anak kan?
- R: Kalau berdasarkan observasi yang Bapak lakukan selama ini ketika saya mengajar bagaimana, Pak? Kalau tentang aspek menulis kan bisa dilihat di hasil belajar, kalau motivasi anak-anak apa menurut Bapak meningkat dari sebelumnya?
- T: Iya pasti. Kan sebelumnya anak-anak itu disuruh aktif saja tidak mau. Tidak ada yang mau tanya. Kalau bingung ya tetap bingung sendiri.
- R: Ohh begitu, berarti bermanfaat ya, Pak?
- T: Iya, medianya menarik, jadi anak-anak juga tertarik mengikuti kegiatan kelas.
- R: Kalau cara saya menyampaikan materi bagaimana, Pak?
- T: Sudah bagus, kalau dulu pas awal mungkin kurang yang muter-muter lihat pekerjaan anak-anak. Tapi pas kemarin sih sudah bagus lah.
- R: Iya pak, yang dulu itu muternya cuma sebentar, soalnya waktunya tidak cukup. Kalau media yang digunakan ada yang kurang, Pak?
- T: Tidak ada, sih. Oh iya, nanti saya minta file-nya ya. Siapa tahu nanti saya butuh. Itu kamu buat sendiri semua?
- R: Oh iya, Pak. Nanti saya copy-kan. Iya, itu kebanyakan dari video-video terus di-capture.
- T: Oh, ya sudah. Terus surat ijinnya mau diambulkan sekarang?
- R: Oh, yang dari TU itu, Pak? Iya nanti saya ambil sendiri saja. Ya itu saja, Terima kasih, Pak atas waktunya.
- T: Iya, sama-sama. Nanti kalau ada apa-apa hubungi saya saja.
- R: Iya, terimakasih, Pak.

May 21th, 2014

APPENDIX C

(COURSE GRID)

USING CUE CARDS TO IMPROVE THE WRITING ABILITY OF 8TH GRADE STUDENTS AT SMPN 1 REMBANG
IN THE ACADEMIC YEAR OF 2013/2014

COURSE GRID

School : SMPN 1 Rembang

Class : VIIID

Subject : English

Meeting	Standard of Competency	Basic Competency	Learning Materials	Learning Activities	Indicators	Assessment	Sources	Media
1	Expressing meanings of functional written text and simple short essay in the form of descriptive text that is related to daily life	Expressing meanings and rhetoric steps accurately, fluently, and appropriately in simple essay to interact with the environment in the form	Descriptive text: <ul style="list-style-type: none"> • Language Features: <ol style="list-style-type: none"> 1. Present tense 2. Adjective 3. Noun • Generic structure: <ol style="list-style-type: none"> 1. Identification 2. Description 	Presentation <ul style="list-style-type: none"> • The students are asked about descriptive text which has been learned before by the students. • The teacher gives each students a cue card of a picture of a woman. • The teacher and the students discuss the cue card. • The teacher distributes a descriptive text about the 	The students are expected to be able to: <ol style="list-style-type: none"> 1. Complete a descriptive text. 2. Write a descriptive text in pairs. 3. Write a descriptive text individually. 	<ol style="list-style-type: none"> 1. Completion 2. Texts 	<ol style="list-style-type: none"> 1. Bahasa Inggris: Sekolah Menengah Pertama Edisi 4 2. Scaffoldin g: English for Junior High School Students 	Cue cards and poster

		of descriptive text	<ul style="list-style-type: none"> • Alternatives of sentences • Adjectives: wavy, blonde, slanted, pointed, thin, thick, oval, fair, etc. 	<p>woman and asks the students to check the result of the discussion, whether it is correct or not.</p> <ul style="list-style-type: none"> • The teacher asks several question regarding the content of the text. <p>Practice</p> <ul style="list-style-type: none"> • The students are given another cue card of a picture of a singer. • The students are asked to complete a descriptive text by choosing available options given based on the picture in the cue card. • The students are given a poster showing pictures representing human's physical appearance with the English adjectives 			3. Teaching English Writing	
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				<p>used to describe it.</p> <ul style="list-style-type: none"> • The researcher asks one of the students to come to the front of the class and gives a chance to the rests to describe that one student to check their understandings. • The researcher gives the students another cue card. • The students are asked to fill the blanks of a descriptive text based on the picture on the cue card. <p>Production</p> <ul style="list-style-type: none"> • The students are asked to write a descriptive text individually about their friend. 				
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2	Expressing meanings of functional written text and simple short essay in the form of descriptive text that is related to daily life	Expressing meanings and rhetoric steps accurately, fluently, and appropriately in simple essay to interact with the environment in the form of descriptive text	<p>Descriptive text:</p> <ul style="list-style-type: none"> • Language Features: <ol style="list-style-type: none"> 1. Present tense 2. Adjective 3. Noun • Generic structure: <ol style="list-style-type: none"> 1. Identification 2. Description • Alternatives of sentences • Adjectives: wavy, blonde, slanted, pointed, thin, thick, oval, 	<p>Presentation</p> <ul style="list-style-type: none"> • The students are asked about the material from the previous meeting. • The students are shown a cue card consisting series of pictures. • The teacher explains briefly about the picture series and how it can help students to write descriptive texts. <p>Practise</p> <ul style="list-style-type: none"> • The students are asked to write a descriptive text based on the picture series. • The students are shown another picture series. • The students are taught to organize a good text by filling a table first about the information to 	The students are expected to be able to: <ol style="list-style-type: none"> 1. Complete a descriptive text. 2. Write a descriptive text in pairs. 3. Write a descriptive text individually. 	Texts	<ol style="list-style-type: none"> 1. Bahasa Inggris: Sekolah Menengah Pertama Edisi 4 2. Scaffoldin g: English for Junior High School Students 3. Teaching English Writing 	Cue cards and poster
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			<p>fair, etc.</p> <ul style="list-style-type: none"> • Noun: occupation, police, nurse, hobby, cooking, reading, swimming, etc. 	<p>construct a descriptive text.</p> <ul style="list-style-type: none"> • The students write their own descriptive text based on the information consisted in the table has been filled. <p>Production</p> <ul style="list-style-type: none"> • The students are asked to observe the physical appearance of one of their friends. The information gained is put into a table available. • After the table is filled, the students are asked to fill another table, the table is about the additional information about that one friend that cannot be observed directly, for example: the siblings, birthday, hobby, 				
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				<p>etc.</p> <ul style="list-style-type: none"> • The students write their own descriptive text based on the information from the two tables. 				
3	Expressing meanings of functional written text and simple short essay in the form of recount text to interact with the surroundings	Expressing meanings of functional written text and simple short essay in the form of recount text to interact with the surroundings	<p>Recount text:</p> <ul style="list-style-type: none"> • Language Features: <ol style="list-style-type: none"> 1. Past tense 2. Adverb of time and place 3. Sequencing words • Generic structure: <ol style="list-style-type: none"> 1. Orientation 2. Event 3. Reorientation 	<p>Presentation</p> <ol style="list-style-type: none"> 1. The teacher asks the students about recount text to know their current understanding. 2. The students are given a cue card of a series of pictures showing events in recount text. 3. The students, together with the teacher discuss the pictures in the cue card with the students. 4. The teacher gives the recount text about the cue card given before and lets the students read the text. <p>Practice</p>	<p>The students are expected to be able to:</p> <ol style="list-style-type: none"> 1. Complete an incomplete recount text 2. Arrange sentences into a meaningful recount text 3. Write a recount text individually 	<ol style="list-style-type: none"> 1. Text 2. Text completion 	<ol style="list-style-type: none"> 1. Kumalarini, Th., Munir, A., Setiawan S., Agustie, H. and Yusak, M. 2008. <i>Bahasa Inggris: Sekolah Menengah Pertama Edisi 4</i>. Jakarta: Pusat Perbukuan, Departemen 	<p>Cue cards, pictorial dictionary, and time table</p>

			<ul style="list-style-type: none"> • Past tense: fell, laughed, walked, went, kept, started, stopped, opened, looked, etc. • Adverbs of time: at noon, in the morning, at 09.00 o'clock, at night, last night, this morning, etc. • Sequencing words: first, second, in the beginning, next, and then, finally, etc. 	<ol style="list-style-type: none"> 5. The students are asked to guess the meaning of the underlined verbs based on the pictures in the cue card. 6. The teacher explains the generic structure, sequencing words, and the adverbs in the text. 7. The teacher gives the students mini pictorial dictionaries containing verbs and its various forms, and asks the students to study the verbs. 8. The teacher distributes another cue card to the students and asks the students to change the verbs in the text into past tense form by choosing one of the options. 			<p>Pendidikan Nasional.</p> <p>2. Priyana, J., Riandi, and Mumpuni, A. P. 2008. <i>Scaffolding : English for Junior High School Students</i>. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <p>3. Reid, J. M.. 1993. <i>Teaching ESL Writing</i>.</p>	
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				<p>9. The students are asked to identify the sequencing words, adverbs of time/place, and the generic structure.</p> <p>Production</p> <p>10. The teacher gives the students another cue card, and asks the students to fill the table available based on the cue card.</p> <p>11. The students are asked to write a recount text based on the table, including adding sequence words and adverbs.</p>			United States of America: Prentice Hall Regents.	
4	Expressing meanings of functional written text and simple	Expressing meanings of functional written text and simple	<p>Recount text:</p> <ul style="list-style-type: none"> • Language Features: <p>4. Past tense</p>	<p>Presentation</p> <p>1. The teacher asks students about recount text to know their current understanding.</p>	<p>The students are expected to be able to:</p> <p>1. Complete</p>	<p>1. Table</p> <p>2. Text</p>	<p>4. Kumalarini , Th., Munir, A., Setiawan S.,Agustiie</p>	<p>Cue cards, pictorial dictio</p>

	short essay in the form of recount text to interact with the surroundings	short essay in the form of recount text to interact with the surroundings	<p>5. Adverb of time and place</p> <p>6. Sequencing words</p> <p>• Generic structure:</p> <p>4. Orientation</p> <p>5. Event</p> <p>6. Reorientation</p> <p>• Past tense: fell, laughed, walked, went, kept, started, stopped, opened, looked, etc.</p>	<p>2. The students are given a cue card of a series of pictures showing events in a recount text.</p> <p>3. Together with the teacher, the students discuss the pictures in the cue card with the students.</p> <p>Practice</p> <p>4. The teacher asks the students to fill a table based on the cue card.</p> <p>5. The students are asked to add adverbs of time or place.</p> <p>6. The teacher asks the students to connect the events in the table by using sequencing words.</p> <p>Production</p> <p>7. The students are asked to write the</p>	<p>an incomplete recount text</p> <p>2. Arrange sentences into a meaningful recount text</p> <p>3. Write a recount text individually</p>		<p>n, H. and Yusak, M. 2008.</p> <p><i>Bahasa Inggris: Sekolah Menengah Pertama Edisi 4.</i></p> <p>Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <p>5. Priyana, J., Riandi, and Mumpuni, A. P. 2008. <i>Scaffolding : English for Junior High</i></p>	nary, and time table
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			<ul style="list-style-type: none"> • Adverbs of time: at noon, in the morning, at 09.00 o'clock, at night, last night, this morning, etc. • Sequencing words: first, second, in the beginning, next, and then, finally, etc. 	<p>activities they did last weekend with the adverbs of time or place in the available table.</p> <p>8. The teacher asks the students to write their own recount text based on the information in the table by using sequencing words.</p>			<p><i>School Students.</i></p> <p>Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <p>6. Reid, J. M.. 1993. <i>Teaching ESL Writing.</i> United States of America: Prentice Hall Regents.</p>	
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APPENDIX D

(LESSON PLANS)

LESSON PLAN

School	: SMP N 1 Rembang
Subject	: English
Grade/Semester	: VIII/II
Standard of Competency	: Expressing meanings of functional written text and simple short essay in the form of descriptive text that is related to daily life
Basic Competency	: Expressing meanings and rhetoric steps accurately, fluently, and appropriately in simple essay to interact with the surroundings in the form of descriptive text
Topic	: Descriptive text
Skill	: Writing
Time Allocation	: 2 x 40 minutes.

A. INDICATORS

The students are able to:

1. Complete a descriptive text.
2. Write a descriptive text in pairs.
3. Write a descriptive text individually.

B. GOAL OF TEACHING

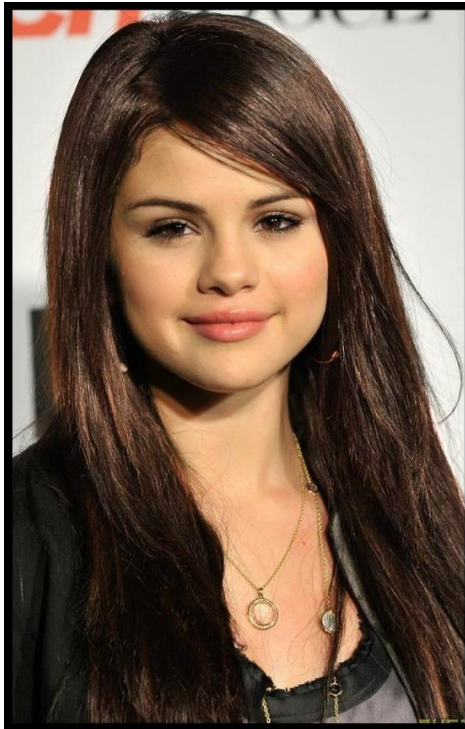
By the end of the course, the students are able to write a descriptive text

independently.

C. MATERIAL OF TEACHING

Study the Descriptive Text about a Person Below.

SELENA GOMEZ



Her name is Selena Marie Gomez. She's usually called Selena Gomez or Miss Gomez. Selena Gomez is a singer, songwriter, and American Actress.

IDENTIFICATION

She was born on 22 July 1992 in Grand Praire, Texas, USA. It means that she is 21 years old now. Miss Gomez is known to be friendly and kind. She is quite tall. She has straight dark brown hair, pointed nose, and slim body. Her eyes are dark brown. She also has thick lips. She looks

DESCRIPTION

beautiful while she is smiling. Selena Gomez doesn't have siblings. She's the only child in her family. Her father's name is Ricardo Gomez and her mother's name is Mandy Cornett.

Questions

1. Who is Selena Gomez?
2. How is her personality?
3. Does she have any brother? Or sister?
4. How is her hair? Eyes? Nose? Lips? Face shape?
5. What is the content of the identification in the text?

Read the Paragraph Below . Determine Parts of the Text and Underline the Right Option in the Bracket Based on the Picture.



BRUNO MARS

He is Bruno Mars. His real name is Peter Gene Hernandez. He is a famous American singer-songwriter and record producer.

He was born on the October 8th, 1985. He is 28 years old in the meantime. Bruno is kind and easy-going. He is not really tall. His **(LONG/SHORT)** hair is **(BROWN/BLACK)** and **(CURLY/STRAIGHT)**. He has **(FLAT/BIG)** nose and **(BLUE/DARK BROWN)** eyes. His eyes are not **(BIG/SLANTED)**. He also has **(THICK/THIN)** lips. Like Indonesian people, he also has **(FAIR/BROWN)** skin. He has five siblings and comes from a musical family. That is the reason why he is good in many musical instruments.

(Teacher distributes facial features poster to the students)

PHYSICAL APPEARANCE

HAIR

Color



BLACK



BROWN



BLONDE

Texture



STRAIGHT



CURLY



WAVY

Length



SHORT



MEDIUM



LONG

EYES

Color



BLUE



BROWN



GREY



GREEN

Shape



ROUND

SLANTING/
SLANTED

NOSE

Shape



POINTED



FLAT

LIPS

Shape



THIN



THICK

FACE

Shape



OVAL



ROUND



SQUARE

Skin Tone



FAIR/WHITE



BROWN



DARK/BLACK

(The teacher explains some of the parts that the students are still confused about since they have learned it before and have known the basic.)

Complete the Paragraph Below to be a Good Descriptive Text Based on the Picture.



KIMORA LEE

(Identification: Full Name, Nick Name, DOB)

.....

.....

.....

.....

.....

(Description: Physical Appearance)

Kimora is an Asian-African descent. She works as a model now. Kimora has

_____ hair. The color of her hair is _____. Her body is _____ and _____. She has _____ skin. She has Asian blood that her eyes are _____. The color of her eyes is _____. She has _____ nose and _____ lips. She is beautiful. The shape of her face is _____.

Alternatives of Saying Things.

1) He/she has <u>black</u> hair. 2) His/Her hair is <u>black</u> . 3) The color of the his/her hair is <u>black</u> .
1) He/She has <u>straight</u> hair. 2) His/Her hair is <u>straight</u> . 3) The texture of the his/her hair is <u>straight</u> .
1) He/She has <u>medium</u> hair 2) His/Her hair is <u>medium</u> . 3) The length of his/her hair is <u>medium</u> .
1) He/she has <u>blue</u> eyes. 2) His/Her eyes are <u>blue</u> . 3) The color of the his/her eyes is <u>blue</u> .
1) He/She has <u>slanted</u> eyes. 2) His/Her eyes are <u>slanted</u> . 3) The shape of the his/her eyes is <u>slanted</u> .
1) He/She has <u>pointed</u> nose. 2) His/Her nose is <u>pointed</u> .

3) The shape of the his/her nose is <u>pointed</u> .
1) He/She has <u>thick</u> lips. 2) His/Her lips are <u>thick</u> . 3) The shape of the his/her lips is <u>thick</u> .
1) He/She has <u>square</u> face. 2) His/Her face is <u>square</u> . 3) The shape of the his/her face is <u>square</u> .
1) He/She has <u>dark</u> skin. 2) His/Her skin is <u>dark</u> . 3) The color of the his/her skin is <u>dark</u> .

(The teacher asks the students to write a text of their own by describing the physical appearance of one of their friends.)

D. METHOD OF TEACHING

PPP (Presentation, Practice, Production)

E. STRATEGIES OF TEACHING

Opening

Teacher's Activities	Students' Activities	Character	Time Allocation
Greeting the students	Responding the teacher's greeting	Discipline Empathy	1'

Leading the students to say a prayer	Saying a prayer	Faith	2'
Checking the attendance	Responding the teacher's roll calling	Discipline	2'
Explaining the purpose of the lesson including the achievement expected from the students	Listening to the teacher's explanation	Curiosity	2'
Brainstorming the material about to be learned	Listening to the teacher's explanation	Curiosity	3'

Main Activities

Teacher's Activities	Students' Activities	Character	Time Allocation
Presentation 1. Asking the students about recount text to know their current understanding	Presentation 1. Answering the teacher's questions	Discipline Honesty Confidence Curiosity	10'
Practice 2. complete a descriptive text by choosing available options given based on the picture.	Practice 2. The students are asked to complete a descriptive text by choosing available options given	Discipline Independence Responsibility Curiosity	30'

3. The students are asked to fill the blanks of a descriptive text based on the picture	based on the picture. 3. The students are asked to fill the blanks of a descriptive text based on the picture		
Production 4. The students are asked to write a descriptive text individually about their friend.	Production 4. The students are asked to write a descriptive text individually about their friend.	Independence Responsibility Curiosity	20'

Closing

Teacher's Activities	Students' Activities	Character	Time Allocation
Guiding the students by asking questions to make a conclusion about the material learned in the meeting	Making a conclusion about the material learned in the meeting	Empathy Discipline Confidence	7'
Leading the students to say a prayer.	Saying a prayer.	Faith	3'

F. SOURCE OF MATERIALS

1. Kumalarini, Th., Munir, A., Setiawan S., Agustien, H. and Yusak, M. 2008. *Bahasa*

Inggris: Sekolah Menengah Pertama Edisi 4. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

2. Priyana, J., Riandi, and Mumpuni, A. P. 2008. *Scaffolding: English for Junior High School Students.* Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

3. Reid, J. M. 1993. *Teaching ESL Writing.* United States of America: Prentice Hall Regents

G. MEDIA

Cue Cards

H. EVALUATION

1. Technique : Written

2. Form : Essay

No	Indicator	Technique	Instrument	Example
1.	Choosing optional answers	Written	Descriptive text with cue card	Read the Paragraph Below and Underline the Right Option in the Bracket Based on the Picture.
2.	Filling in the blanks	Written	Descriptive text with cue card	Complete the Paragraph Below to be a Good Descriptive Text Based on the Picture.

3.	Writing a descriptive text individually	Written	Descriptive text	Write the description of one of your friends.
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Scoring Guidance

Criteria	Score
Correct answer	1
Almost correct	0.5
Incorrect answer	0

Rubric for Writing Assessment

Score	Level	Criteria
C O N T E N T	30-27	EXCELLENT TO VERY GOOD: knowledgeable • substantive development of thesis • relevant to assigned topic
	26-22	GOOD TO AVERAGE: sure knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic but still lacks detail
	21-17	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic
	16-13	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate
O R G	20-18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/supported • succinct • well organized • logical sequencing • cohesive

A N I Z A T I O N	17-14	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing
	13-10	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks original sequencing and development
	9-7	VERY POOR: does not communicate • no organization • OR not enough to evaluate
V O C A B U L A R Y	20-18	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register
	17-14	GOOD TO AVERAGE: adequate range • occasional errors o word/idiom choice and usage • word form mastery • appropriate register
	13-10	FAIR TO POOR: limited range • frequent errors of work/idiom form, choice, usage • meaning confused or obscured
	9-7	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate
L A	25-22	EXCELLENT TO VERY GOOD: effective, complex constructions • few errors of agreement, tense, number, word

N G U A G E		order/function, articles, pronouns, prepositions
	21-18	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured
	17-11	FAIR TO POOR: major problems in simple/complex constructions • frequent errors of agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • meaning confused or obscured
	10-5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate
M E C H A N I C S	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured
	2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing •

		handwriting illegible • OR not enough to evaluate
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Maximum score of part A is 50

Maximum score of part B is 50

Maximum score of part C is 100

Total score is 200

Student's maximum score is 200

Yogyakarta, February 15th 2014

Acknowledged by:

Teacher,

Researcher,

Miftah Iskandar, S. Pd.

Galih Ambarini

NIP -

NIM 10202241043

LESSON PLAN

School	: SMP N 1 Rembang
Subject	: English
Grade/Semester	: VIII/II
Standard of Competency	: Expressing meanings of functional written text and simple short essay in the form of descriptive text that is related to daily life
Basic Competency	: Expressing meanings and rhetoric steps accurately, fluently, and appropriately in simple essay to interact with the environment in the form of descriptive text
Topic	: Descriptive text
Skill	: Writing
Time Allocation	: 2 x 40 minutes

A. INDICATORS

The students are able to:




1. Complete a descriptive text.
2. Write a descriptive text in pairs.
3. Write a descriptive text individually.

B. GOAL OF TEACHING

By the end of the course, the students are able to write a descriptive text independently.

C. MATERIAL OF TEACHING

Write a complete descriptive text by based on the picture below.

OLIVIA BROWN OLIVE MARCH 21st, 1990		
		
PHYSICAL APPEARANCE	HOBBY	OCCUPATION

OLIVIA BROWN

IDENTIFICATION (Full Name, Nick Name, DOB)

She is Olivia Brown.

.....

.....

.....

DESCRIPTION (Description of physical appearance, hobby, occupation)

.....

.....

.....

.....

Complete the table below based on the picture given.

[illegible]

Write a descriptive text based on the information in the table.

.....

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.....

Observe one of your friends and then complete the table below.

Hair			Eyes		Nose	Lips	Face	
Color	Texture	Length	Color	Shape	Shape	Shape	Shape	Skin Tone

If you have filled the table, interview that one friend to fill another table below.

Name		Birthday		Personality	Family	Hobby
Full Name	Nick	Date	Place			

	Name					
				1) 2) 3)	Sibling(s):	

Write a good descriptive text based on the information from the table above.

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D. METHOD OF TEACHING

PPP (Presentation, Practice, Production)

E. STRATEGIES OF TEACHING

Opening

Teacher's Activities	Students' Activities	Character	Time Allocation
Greeting the students	Responding the teacher's greeting	Discipline Empathy	1'
Leading the students to say a prayer	Saying a prayer	Faith	2'
Checking the attendance	Responding the teacher's roll calling	Discipline	2'
Explaining the purpose of the lesson including the achievement expected from the students	Listening to the teacher's explanation	Curiosity	2'
Brainstorming the material about to be learned	Listening to the teacher's explanation	Curiosity	3'

Main Activities

Teacher's Activities	Students' Activities	Character	Time Allocation
Presentation 1. Asking the students about the material from the	Presentation 1. Answering the teacher's questions about the material	Honesty Discipline Curiosity	10'

<p>previous meeting.</p> <p>2. Showing the students a cue card consisting series of pictures.</p>	<p>from the previous meeting.</p> <p>2. Observing the cue card consisting series of pictures.</p>	<p>Confidence</p> <p>Empathy</p>	
<p>Practice</p> <p>3. Explaining briefly about the picture series and how it can help students to write descriptive texts.</p> <p>4. Asking the students to write a descriptive text based on the picture series.</p> <p>5. Showing another picture series.</p> <p>6. Teaching the students to organize a good text by filling a table first about the information to construct a descriptive text.</p> <p>7. Asking the students to write their own descriptive text based on the information consisted in the</p>	<p>Practice</p> <p>3. Listening to the teacher's explanation about the picture series and how it can help students to write descriptive texts.</p> <p>4. Writing a descriptive text based on the picture series.</p> <p>5. Observing another picture series.</p> <p>6. Organizing a good text by filling a table first about the information to construct a descriptive text.</p> <p>7. Writing a descriptive text based on the information consisted in the table has been filled.</p>	<p>Empathy</p> <p>Curiosity</p> <p>Independence</p> <p>Responsibility</p>	<p>30'</p>

table has been filled.			
Production 8. Asking the students to fill two other tables of the description about one of their friends. 9. Asking the students to write their own descriptive text based on the information from the two tables.	Production 8. Filling two other tables of the description about one of their friends. 9. Writing a descriptive text based on the information from the two tables	Independence Honesty Curiosity	20'

Closing

Teacher's Activities	Students' Activities	Character	Time Allocation
Guiding the students by asking questions to make a conclusion about the material learned in the meeting	Making a conclusion about the material learned in the meeting	Discipline Confidence Empathy	7'
Leading the students to say a prayer.	Saying a prayer.	Faith	3'

F. SOURCE OF MATERIALS

1. Kumalarini, Th., Munir, A., Setiawan S., Agustien, H. and Yusak, M. 2008. *Bahasa Inggris: Sekolah Menengah Pertama Edisi 4*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
2. Priyana, J., Riandi, and Mumpuni, A. P. 2008. *Scaffolding: English for Junior High School Students*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
3. Reid, J. M. 1993. *Teaching ESL Writing*. United States of America: Prentice Hall Regents

G. MEDIA

Cue Cards

H. EVALUATION

. Technique : Written

2. Form : Essay

No	Indicator	Technique	Instrument	Example
1.	Writing a descriptive text individually	Written	Cue Card	Write a complete descriptive text by based on the picture below.
2.	Filling a table about information of a person	Written	Table	Complete the table below based on the picture given.
3.	Writing a descriptive text	Written	Table	Write a descriptive text based on the

				information in the table.
4.	Filling a table about information of a person	Written	Table	Observe one of your friends and then complete the table below.
5.	Interviewing a friend to complete a table	Written	Table	If you have filled the table, interview that one friend to fill another table below.
6.	Writing a descriptive text	Written	Table	Write a good descriptive text based on the information from the table above..

Rubric for Writing Assessment

Score	Level	Criteria
C O N T E N T	30-27	EXCELLENT TO VERY GOOD: knowledgeable • substantive development of thesis • relevant to assigned topic
	26-22	GOOD TO AVERAGE: sure knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic but still lacks detail
	21-17	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic
	16-13	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate

O R G A N I Z A T I O N	20-18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/supported • succinct • well organized • logical sequencing • cohesive
	17-14	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing
	13-10	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks original sequencing and development
	9-7	VERY POOR: does not communicate • no organization • OR not enough to evaluate
V O C A B U L A R Y	20-18	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register
	17-14	GOOD TO AVERAGE: adequate range • occasional errors of word/idiom choice and usage • word form mastery • appropriate register
	13-10	FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • meaning confused or obscured
	9-7	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to

		evaluate
L A N G U A G E	25-22	EXCELLENT TO VERY GOOD: effective, complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured
	17-11	FAIR TO POOR: major problems in simple/complex constructions • frequent errors of agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • meaning confused or obscured
	10-5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate
M E C H A N I C	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning

S		confused or obscured
	2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate

Maximum score of part A is 100

Maximum score of part B is 100

Maximum score of part C is 100

Total score is 300

Student's maximum score is 300

Yogyakarta, February 15th 2014

Acknowledged by:

Teacher,

Researcher,

Miftah Iskandar, S. Pd.

Galih Ambarini

NIP -

NIM 10202241043

LESSON PLAN

School	: SMP N 1 Rembang
Subject	: English
Grade/Semester	: VIII/II
Standard of Competency	: Expressing meanings of functional written text and simple short essay in the form of recount text to interact with the surroundings
Basic Competency	: Expressing meanings and rhetoric steps accurately, fluently, and appropriately in simple essay to interact with the surroundings in the form of recount text
Topic	: Recount text
Skill	: Writing
Time Allocation	: 2 x 40 minutes

A. INDICATORS

The students are able to:

1. Complete an incomplete recount text
2. Arrange sentences into a meaningful recount text
3. Write a recount text individually

B. GOAL OF TEACHING

By the end of the course, the students are able to write a descriptive text independently.

C. MATERIAL OF TEACHING

GARDEN DECORATING COMPETITION

Last week, there was a special day for Upin and Ipin. **In the morning**, they went to school as usual. *And then*, the teacher entered the classroom. She announced big news for the students. She said that their school would join a competition, garden decorating competition.

Firstly, the teacher asked the students to list everything they needed to decorate the school garden. All of the students searched the items on the list. *After a while*, they came with the things they needed. **At 09.00 o'clock**, the competition began. The students worked very hard to decorate the garden. **At noon**, they finished decorating the school garden. *After that*, a judge came to their school to see their garden. The students waited patiently to see the result of the competition.

At 14.00, the judge announced that they won the competition. They were all so happy. They received rewards and their school was regarded as the school with the best garden.

Orientation

Event

Reorientation

SEQUENCING WORDS

1. First, second, third, etc.
2. Firstly, secondly, thirdly, etc.
3. First of all, ...
4. In the beginning, ...
5. Previously, ...
6. Before, ...
7. Afterwards, ...
8. Then, ...
9. And then, ...
10. After..., ...
11. After that, ...
12. Finally, ...
13. At last, ...

Choose the right verb below, and then arrange it into a good recount text.

While practicing, his foot <u>(trips / trip / tripped)</u> ¹ over the rope. Andy <u>(falls / fallen / fell)</u> ² down for the second time that day.	
He <u>(is / was / were)</u> ³ near his school when he suddenly <u>(fall/ fallen / fell)</u> ⁴ down. All of his belongings <u>(is / was / were)</u> ⁵ scattered on the ground. A few students <u>(see / seen / saw)</u> ⁶ him and <u>(laughs / laugh / laughed)</u> ⁷ at him. He <u>(is / were / was)</u> ⁸ very embarrassed.	
After the school <u>(is / were / was)</u> ⁹ over, Andy <u>(have / has / had)</u> ¹⁰ to practice a play, so he <u>(goes / go / went)</u> ¹¹ to the practice room.	
Andy <u>(is / were / was)</u> ¹² so upset. He <u>(does / do / did)</u> ¹³ not talk all day. He <u>(keep / keeps / kept)</u> ¹⁴ remembering the moments on the way home. Fortunately, Max, his best friend, <u>(is / were / was)</u> ¹⁵ there to comfort him.	
And then, he <u>(brushes / brush / brushed)</u> ¹⁶ his teeth.	
It <u>(is / was / were)</u> ¹⁷ Monday. The alarm <u>(go / gone / went)</u> ¹⁸ off. It was 07.30. Andy lazily <u>(starts / started / start)</u> ¹⁹ preparing to go to school.	
He <u>(look / looked / looks)</u> ²⁰ at the mirror and <u>(combs, comb, combed)</u> ²¹ his hair neatly.	
After that, Andy <u>(walks / walked / walked)</u> ²² to school by himself.	

Fill the table below based on the events happened in each picture of the cue card.

Maruko Had a Terrible Stomach Ache

Picture	Event
1	
2	

3	
4	
5	
6	
7	
8	

Write a recount text based on the information above. Don't forget to use sequencing words and adverb of time/place.

Maruko Had a Terrible Stomach Ache

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

D. METHOD OF TEACHING

PPP (Presentation, Practice, Production)

E. STRATEGIES OF TEACHING

Opening

Teacher's Activities	Students' Activities	Character	Time Allocation
Greeting the students	Responding to the teacher's greeting	Discipline Empathy	1'
Leading the students to say a prayer	Saying a prayer	Faith	2'
Checking the attendance	Responding to the teacher's roll calling	Discipline	2'
Explaining the purpose of the lesson including the achievement expected from the students	Listening to the teacher's explanation	Curiosity	2'
Brainstorming the material about to be learned	Listening to the teacher's explanation	Curiosity	3'

Main Activities

Teacher's Activities	Students' Activities	Character	Time
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			Allocation
Presentation 1. Asking the students about recount text to know their current understanding 2. Giving the students a cue card of a series of pictures showing events in a recount text 3. Discussing the pictures in the cue card with the students 4. Giving the recount text about the cue card given before and letting the students read the text	Presentation 1. Answering the teacher's questions 2. Analysing the cue card given by the teacher 3. Actively discussing the cue card with the teacher 4. Analysing the recount text about the cue card given previously	Discipline Empathy Confidence Honesty Curiosity	15'
Practice 5. Asking the students to guess the meaning of the underlined verbs based on the pictures in the cue card 6. Explaining the generic structure, sequencing words,	Practice 5. Guessing the meaning of the verbs in the text based on the pictures in the cue card 6. Listening to the teacher's explanation about the generic	Curiosity Empathy Discipline Independence	25'

<p>and the adverbs in the text</p> <p>7. Giving the students mini pictorial dictionaries containing verbs and its various forms, and asking the students to study the verbs</p> <p>8. Distributing another cue card to the students , and asking the students to change the verbs in the text into past tense form by choosing one of the options</p> <p>9. Asking the students to identify the sequencing words, adverbs of time/place, and the generic structure</p>	<p>structure, sequencing words, and the adverbs in the text</p> <p>7. Studying the verbs in the mini pictorial dictionary in pairs</p> <p>8. Analysing another cue card and changing the verbs into past form by choosing one of the options</p> <p>9. Identifying the sequencing words, adverbs of time/place, and the generic structure of the text</p>		
<p>Production</p> <p>10. Giving the students another cue card, and asking the students to fill the table available based on the cue card</p> <p>11. Asking the students to</p>	<p>Production</p> <p>10. Filling the table based on the events portrayed in the cue card</p> <p>11. Writing a recount text based on the information in the table filled</p>	<p>Curiosity</p> <p>Independence</p> <p>Honesty</p> <p>Confidence</p>	<p>20'</p>

write a recount text based on the table, including adding sequence words and adverbs	previously		
--	------------	--	--

Closing

Teacher's Activities	Students' Activities	Character	Time Allocation
Guiding the students by asking questions to make a conclusion about the material learned in the meeting	Making a conclusion about the material learned in the meeting		7'
Leading the students to say a prayer.	Saying a prayer.		3'

F. SOURCE OF MATERIALS

1. Kumalarini, Th., Munir, A., Setiawan S., Agustien, H. and Yusak, M. 2008. *Bahasa Inggris: Sekolah Menengah Pertama Edisi 4*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
2. Priyana, J., Riandi, and Mumpuni, A. P. 2008. *Scaffolding: English for Junior High School Students*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
3. Reid, J. M.. 1993. *Teaching ESL Writing*. United States of America: Prentice Hall

Regents.

G. MEDIA

Cue Cards

H. EVALUATION

1. Technique : Written

2. Form : Essay

No.	Indicator	Technique	Instrument	Example
1.	Analysing a text	Written	Recount text with cue card	Read the text and find all of the verbs used. What are the present forms of those verbs?
2.	Completing an incomplete text and then organizing it into a good recount text	Written	Recount text with cue card	Choose the right verb below, and then arrange it into a good recount text.
3.	Filling a table based on a cue card	Written	Table	Fill the table below based on the events happened in each picture of the cue card.
4.	Writing a recount text based on the information in the table	Written	Table	Write a recount text based on the information above. Don't forget to use sequencing words and

				adverb of time/place
--	--	--	--	----------------------

Scoring Guidance

Criteria	Score
Correct answer	1
Incorrect answer	0

Rubric for Writing Assessment

Score	Level	Criteria
C O N T E N T	30-27	EXCELLENT TO VERY GOOD: knowledgeable • substantive development of thesis • relevant to assigned topic
	26-22	GOOD TO AVERAGE: sure knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic but still lacks detail
	21-17	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic
	16-13	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate
O R G A N	20-18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/supported • succinct • well organized • logical sequencing • cohesive
	17-14	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but

I Z A T I O N		incomplete sequencing
	13-10	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks original sequencing and development
	9-7	VERY POOR: does not communicate • no organization • OR not enough to evaluate
V O C A B U L A R Y	20-18	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register
	17-14	GOOD TO AVERAGE: adequate range • occasional errors o word/idiom choice and usage • word form mastery • appropriate register
	13-10	FAIR TO POOR: limited range • frequent errors of work/idiom form, choice, usage • meaning confused or obscured
	9-7	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate
L A N G	25-22	EXCELLENT TO VERY GOOD: effective, complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	GOOD TO AVERAGE: effective but simple constructions •

U A G E		minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured
	17-11	FAIR TO POOR: major problems in simple/complex constructions • frequent errors of agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • meaning confused or obscured
	10-5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate
M E C H A N I C S	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured
	2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate

Maximum score of part A is 100

Maximum score of part B is 100

Total score is 200

Student's maximum score is 200

Yogyakarta, April 5th 2014

Acknowledged by:

Teacher,

Researcher,

Miftah Iskandar, S. Pd.

Galih Ambarini

NIP -

NIM 10202241043

LESSON PLAN

School	: SMP N 1 Rembang
Subject	: English
Grade/Semester	: VIII/II
Standard of Competency	: Expressing meanings of functional written text and simple short essay in the form of recount text to interact with the surroundings
Basic Competency	: Expressing meanings and rhetoric steps accurately, fluently, and appropriately in simple essay to interact with the surroundings in the form of recount text
Topic	: Recount text
Skill	: Writing
Time Allocation	: 2 x 40 minutes

A. INDICATORS

The students are able to:

1. Complete an incomplete recount text
2. Arrange sentences into a meaningful recount text
3. Write a recount text individually

B. GOAL OF TEACHING

By the end of the course, the students are able to write a descriptive text independently.

C. MATERIAL OF TEACHING

Fill the table with the information from the cue card.

Putri's First Day of School

Picture	Time/ Place	Event
1	06.00 o'clock	The alarm went off. Putri woke up.
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

What did you do last weekend? Write all of the activities you did last weekend. Look at the example.

Time/ Place	Event
06.00 a. m.	I woke up, and brushed my teeth.

Time/ Place	Event
-------------	-------

Write Your own Recount Text Based on the Events above. Don't Forget to Use Sequence Words and Adverb of Time/Place.



D. METHOD OF TEACHING

PPP (Presentation, Practice, Production)

E. STRATEGIES OF TEACHING

Opening

Teacher's Activities	Students' Activities	Character	Time Allocation
Greeting the students	Responding the teacher's greeting	Discipline Empathy	1'
Leading the students to say a prayer	Saying a prayer	Faith	2'
Checking the attendance	Responding the teacher's roll calling	Discipline	2'
Explaining the purpose of the lesson including the achievement expected from the students	Listening to the teacher's explanation	Curiosity	2'
Brainstorming the material about to be learned	Listening to the teacher's explanation	Curiosity	3'

Main Activities

Teacher's Activities	Students' Activities	Character	Time
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			Allocation
Presentation 1. Asking the students about recount text to know their current understanding 2. Giving the students a cue card of a series of pictures showing events in a recount text 3. Discussing the pictures in the cue card with the students	Presentation 1. Answering the teacher's questions 2. Analysing the cue card given by the teacher 3. Actively discussing the cue card with the teacher	Empathy Discipline Curiosity Confidence	15'
Practice 4. Asking the students to fill a table based on the cue card 5. Asking the students to add adverbs of time or place 6. Asking the students to connect the events in the table by using sequencing words	Practice 4. Filling the table based on the cue card 5. Adding adverbs of time or place for each event in the table 6. Connecting the events in the table by using sequencing words	Independence Discipline Confidence Curiosity	20'
Production 7. Asking the students to	Production 7. Filling the table with the	Independence Honesty	25'

<p>write the activities they did last weekend with the adverbs of time or place in the available table</p> <p>8. Asking the students to write their own recount text based on the information in the table by using sequencing words</p>	<p>activities they did last weekend with the adverbs of time or place</p> <p>8. Writing a recount text based on the information in the table filled previously by using sequencing words</p>	<p>Discipline</p> <p>Confidence</p> <p>Curiosity</p>	
--	--	--	--

Closing

Teacher's Activities	Students' Activities	Character	Time Allocation
Guiding the students by asking questions to make a conclusion about the material learned in the meeting	Making a conclusion about the material learned in the meeting		7'
Leading the students to say a prayer.	Saying a prayer.		3'

F. SOURCE OF MATERIALS

1. Kumalarini, Th., Munir, A., Setiawan S., Agustien, H. and Yusak, M. 2008. *Bahasa Inggris: Sekolah Menengah Pertama Edisi 4*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
2. Priyana, J., Riandi, and Mumpuni, A. P. 2008. *Scaffolding: English for Junior High School Students*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
3. Reid, J. M.. 1993. *Teaching ESL Writing*. United States of America: Prentice Hall Regents.

G. MEDIA

Cue Cards

H. EVALUATION

1. Technique : Written
2. Form : Essay

No.	Indicator	Technique	Instrument	Example
1.	Filling a table based on the cue card	Written	Table	Fill the table with the information from the pictures in the cue card.
2.	Filling a table based on a personal experience.	Written	Table	What did you do last weekend? Write all of the activities you did last week. Look at the example.
3.	Writing a recount text individually	Written	Text	Write your own recount text based on

				the events above. don't forget to use sequence words and adverb of time/place.
--	--	--	--	---

Scoring Guidance

Rubric for Writing Assessment

Score	Level	Criteria
CONTENT	30-27	EXCELLENT TO VERY GOOD: knowledgeable • substantive development of thesis • relevant to assigned topic
	26-22	GOOD TO AVERAGE: sure knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic but still lacks detail
	21-17	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic
	16-13	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/supported • succinct • well organized • logical sequencing • cohesive
	17-14	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing
	13-10	FAIR TO POOR: non-fluent • ideas confused or disconnected

A T I O N		● lacks original sequencing and development
	9-7	VERY POOR: does not communicate ● no organization ● OR not enough to evaluate
V O C A B U L A R Y	20-18	EXCELLENT TO VERY GOOD: sophisticated range ● effective word/idiom choice and usage ● word form mastery ● appropriate register
	17-14	GOOD TO AVERAGE: adequate range ● occasional errors of word/idiom choice and usage ● word form mastery ● appropriate register
	13-10	FAIR TO POOR: limited range ● frequent errors of word/idiom form, choice, usage ● meaning confused or obscured
	9-7	VERY POOR: essentially translation ● little knowledge of English vocabulary, idioms, word form ● OR not enough to evaluate
L A N G U A G	25-22	EXCELLENT TO VERY GOOD: effective, complex constructions ● few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	GOOD TO AVERAGE: effective but simple constructions ● minor problems in complex constructions ● several errors of agreement, tense, number, word order/function, articles,

G E		pronouns, prepositions, but meaning seldom obscured
	17-11	FAIR TO POOR: major problems in simple/complex constructions • frequent errors of agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • meaning confused or obscured
	10-5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate
M E C H A N I C S	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured
	2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate

Student's maximum score is 100

Yogyakarta, April 5th 2014

Acknowledged by:

Teacher,

Researcher,

Miftah Iskandar, S. Pd.

Galih Ambarini

NIP -

NIM 10202241043

APPENDIX E

(TASKS)

TASK 1

Study the Descriptive Text about a Person Below.

SELENA GOMEZ

Her name is Selena Marie Gomez. She's usually called Selena Gomez or Miss Gomez. Selena Gomez is a singer, songwriter, and American Actress.

IDENTIFICATION

She was born on 22 July 1992 in Grand Praire, Texas, USA. It means that she is 21 years old now. Miss Gomez is known to be friendly and kind. She is quite tall. She has straight dark brown hair, pointed nose, and slim body. Her eyes are dark brown. She also has thick lips. She looks beautiful while she is smiling. Selena Gomez doesn't have siblings. She's the only child in her family. Her father's name is Ricardo Gomez and her mother's name is Mandy Cornett.

DESCRIPTION

TASK 2

Read the Paragraph Below . Determine Parts of the Text and Underline the Right Option in the Bracket Based on the Picture.

BRUNO MARS

He is Bruno Mars. His real name is Peter Gene Hernandez. He is a famous American singer-songwriter and record producer.

He was born on the October 8th, 1985. He is 28 years old in the meantime. Bruno is kind and easy-going. He is not really tall. His **(LONG/SHORT)** hair is **(BROWN/BLACK)** and **(CURLY/STRAIGHT)**. He has **(FLAT/BIG)** nose and **(BLUE/DARK BROWN)** eyes. His eyes are not **(BIG/SLANTED)**. He also has **(THICK/THIN)** lips. Like Indonesian people, he also has **(FAIR/BROWN)** skin. He has five siblings and comes from a musical family. That is the reason why he is good in many musical instruments.

TASK 3

Complete the Paragraph Below to be a Good Descriptive Text Based on the Picture.

KIMORA LEE

(Identification: Full Name, Nick Name, DOB)

.....

 ...

(Description: Physical Appearance)

Kimora is an Asian-African descent. She works as a model now. Kimora has _____ hair.

The color of her hair is _____. Her body is _____ and _____. She has _____ skin. She has Asian blood that her eyes are _____. The color of her eyes is _____. She has _____ nose and _____ lips. She is beautiful. The shape of her face is _____.

ALTERNATIVES OF SAYING THINGS

1) He/she has black hair.

2) His/Her hair is black.

3) The color of the his/her hair is black.

1) He/She has straight hair.

2) His/Her hair is straight.

3) The texture of the his/her hair is straight.

1) He/She has medium hair

2) His/Her hair is medium.

3) The length of his/her hair is medium.

1) He/she has blue eyes.

2) His/Her eyes are blue.

3) The color of the his/her eyes is blue.

1) He/She has slanted eyes.

2) His/Her eyes are slanted.

3) The shape of the his/her eyes is slanted.

1) He/She has pointed nose.

2) His/Her nose is pointed.

3) The shape of the his/her nose is pointed.

1) He/She has thick lips.

2) His/Her lips are thick.

3) The shape of the his/her lips is thick.

1) He/She has square face.

2) His/Her face is square.

3) The shape of the his/her face is square.

1) He/She has dark skin.

2) His/Her skin is dark.

3) The color of the his/her skin is dark.

GARDEN DECORATING COMPETITION

Last week, there was a special day for Upin and Ipin. **In the morning**, they went to school as usual. *And then*, the teacher entered the classroom. She announced big news for the students. She said that their school would join a competition, garden decorating competition.

Firstly, the teacher asked the students to list everything they needed to decorate the school garden. All of the students searched the items on the list. *After a while*, they came with the things they needed. **At 09.00 o'clock**, the competition began. The students worked very hard to decorate the garden. **At noon**, they finished decorating the school garden. *After that*, a judge came to their school to see their garden. The students waited patiently to see the result of the competition. **At 14.00**, the judge announced that they won the competition.

They were all so happy. They received rewards and their school was regarded as the school with the best garden.

Orientation

Event

Reorientation

CHARACTERISTICS OF RECOUNT TEXT:

1. A recount text is a text that tells the reader about one story, action, or activity. Its goal is to entertain or inform the reader.
2. Orientation tells who was involved, what happened, where the events took place, and when it happened.
3. Event tells what happened and in what sequence.
4. Reorientation consists of optional-closure of events/ending.

SEQUENCING WORDS

1. First, second, third, etc.
2. Firstly, secondly, thirdly, etc.
3. First of all, ...
4. In the beginning, ...
5. Previously, ...
6. Before, ...
7. Afterwards, ...
8. Then, ...
9. And then, ...
10. After..., ...
11. After that, ...
12. Finally, ...
13. At last, ...

While practicing, his foot <u>(trips / trip / tripped)</u> ¹ over the rope. Andy <u>(falls / fallen / fell)</u> ² down for the second time that day.	
He <u>(is / was / were)</u> ³ near his school when he suddenly <u>(fall/ fallen / fell)</u> ⁴ down. All of his belongings <u>(is / was / were)</u> ⁵ scattered on the ground. A few students <u>(see / seen / saw)</u> ⁶ him and <u>(laughs / laugh / laughed)</u> ⁷ at him. He <u>(is / were / was)</u> ⁸ very embarrassed.	
After the school <u>(is / were / was)</u> ⁹ over, Andy <u>(have / has / had)</u> ¹⁰ to practice a play, so he <u>(goes / go / went)</u> ¹¹ to the practice room.	
Andy <u>(is / were / was)</u> ¹² so upset. He <u>(does / do / did)</u> ¹³ not talk all day. He <u>(keep / keeps / kept)</u> ¹⁴ remembering the moments on the way home. Fortunately, Max, his best friend, <u>(is / were / was)</u> ¹⁵ there to comfort him.	
And then, he <u>(brushes / brush / brushed)</u> ¹⁶ his teeth.	
It <u>(is / was / were)</u> ¹⁷ Monday. The alarm <u>(go / gone / went)</u> ¹⁸ off. It was 07.30. Andy lazily <u>(starts / started / start)</u> ¹⁹ preparing to go to school.	
He <u>(look / looked / looks)</u> ²⁰ at the mirror and <u>(combs, comb, combed)</u> ²¹ his hair neatly.	
After that, Andy <u>(walks / walked / walked)</u> ²² to school by himself.	

Fill the table below based on the events happened in each picture of the cue card.

Maruko Had a Terrible Stomach Ache

Picture	Event
1	
2	
3	
4	

5	
6	
7	
8	

Write a recount text based on the information above. Don't forget to use sequencing words and adverb of time/place.

Maruko Had a Terrible Stomach Ache

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

APPENDIX F
(STUDENTS' WRITING
SAMPLES)

PRE-TEST

Nama: *Fatia Khoerunnisa*

Nomor Absen: *17*

Tuliskan sebuah teks deskriptif dengan tema bebas menggunakan Bahasa Inggris yang baik dan terdiri dari minimal 8 kalimat.

My Sister

My sister is 3 years old. She is funny. ^(Her) She name ^(is) Riska. She ^(has) straight hair. She like(s) to drink milk in the morning. She is so beautiful. The hair is black. She ^(has) big eyes.

20

17

15

13

11

POST-TEST

Nama: *Fatia Khoerunnisa*

Nomor Absen: *12*

Tulislah sebuah teks recount dengan tema bebas menggunakan Bahasa Inggris yang baik dan terdiri dari minimal 8 kalimat.

Gardening

Three month(s) ago, my father and I went to gardening in the garden.

Before we went to the garden, we prepared the tools. We went from home at 07.00 a.m. We went to the garden by foot. We arrived in the garden at 08.00 a.m. Then we ^(took) a break to drink in the cottage. After that, we began to plant vegetables. They ^(were) beans, red peppers, and peas. After finishing plant vegetables, we ^(took a) break again to eat. After that, we went home. Finally, we went home at 11.00 a.m. And we arrived at 12.00 a.m.

We felt tired but that day ^(it) _(was) very enjoyable.

26

17

16

18

3

PRE-TEST

Nama: Elia Apriliana
Nomor Absen: 19

Tuliskan sebuah teks deskriptif dengan tema bebas menggunakan Bahasa Inggris yang baik dan terdiri dari minimal 8 kalimat.

My Mother

Her name is Sulistyowati. She is my mother. She is 37 year(s) old. She is very kind. She is short. ~~She~~ Her hair is black (and) straight. She like(s) cooking. she have flat nose. I love my mother very much. has

20

17

15

16

14

POST-TEST

Nama: Ela Apriliana
Nomor Absen: 14

Tuliskan sebuah teks recount dengan tema bebas menggunakan Bahasa Inggris yang baik dan terdiri dari minimal 8 kalimat.

I went to my uncle's house

Six months ago, about 11.10 am, my mother and I went to ~~my~~ my uncle's house.

Before I went to my uncle's house, about 06.15 am, I woke up and washed my face and brushed my teeth. After that, I swept and mopped the floor. At 07.15 am, ~~at~~ my mother and I cooked in the kitchen. Then I ate and took a bath. About 11.10 am my mother and I went to my uncle's house. When we arrived we chat and laughed together. Next, I watched TV with my relatives. After that we ate together. At 03.00 p.m. my mother and I decided to go home.

Although we tired, we very happy.
(were) (were)

26

18

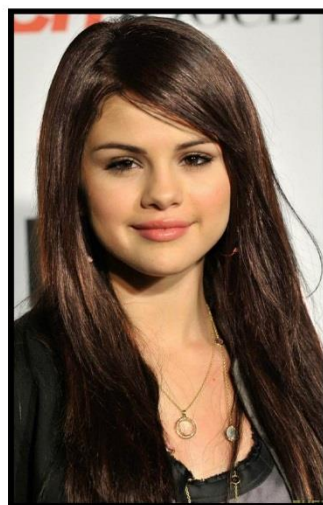
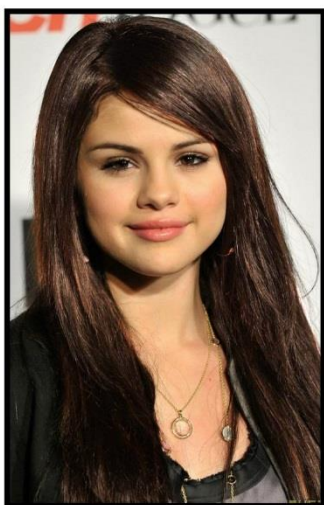
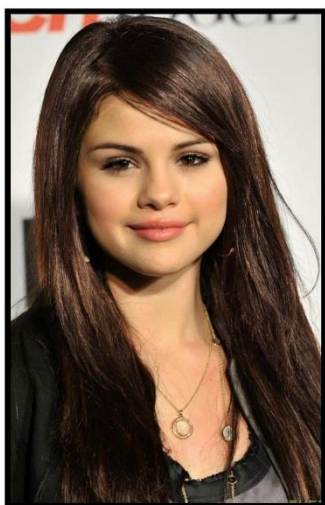
17

18

9

APPENDIX G

(CUE CARD MEDIA)



PHYSICAL APPEARANCE

HAIR

Color



BLACK



BROWN



BLONDE

Texture



STRAIGHT



CURLY



WAVY

Length



SHORT



MEDIUM



LONG

EYES

Color



BLUE



BROWN



GREY



GREEN

Shape



ROUND

SLANTING/
SLANTED

NOSE

Shape



POINTED



FLAT

LIPS

Shape



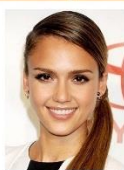
THIN



THICK

FACE

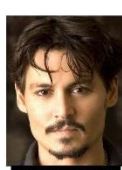
Shape



OVAL



ROUND



SQUARE

Skin Tone






FAIR/WHITE



BROWN



DARK/BLACK

OLIVIA BROWN OLIVE MARCH 21st, 1990		
		
PHYSICAL APPEARANCE	HOBBY	OCCUPATION

DUDE HARLINO DUDE DECEMBER 2nd, 1980		
		
PHYSICAL APPEARANCE	HOBBY	OCCUPATION





[menang]

win - **won** - won

[memberi]

give - **gave** - given

[mencuci]

wash - **washed** - washed

[duduk]

sit down - **sat down** -
sat down

[_____]

stand up - **stood up** -
stood up

[memotong]

cut - **cut** - cut

[_____]

drop - **dropped** - dropped

[mengambil]

pick up - **picked up** -
picked up

[bekerja]

work - **worked** - worked

[_____]

dream - **dreamed** -
dreamed

[bangun tidur]

wake up - **woke up** -
woken up

[berenang]

swim - **swam** - swum

[_____]

clap - **clapped** - clapped

[mengetik]

type - **typed** - typed

[_____]

crawl - **crawled** - crawled

[membangun]

build - **built** - built

[_____]

feed - **fed** - fed

[memeluk]

hug - **hugged** - hugged

[_____]

dig - **dug** - dugsink - **sank** - sunk

[mencium]

kiss - **kissed** - kissed

[_____]

[_____]

float - **float**ed - floated

[jatuh]

fall - **fell** - fallen

[menolong]

help - **helped** - helped

[_____]

kick - **kicked** - kicked

[_____]

[menyapu]

sweep - **swept** - swept

[mengepel]

mop - **mopped** - mopped

[_____]

knock - **knocked** - knocked

[bertanya]

ask - **asked** - askedwave - **waved** - waved

[berjalan]

walk - **walked** - walked

[berlari]

run - **ran** - run

[bermain]

play - **played** - played

[_____]

sleep - **slept** - slept

[membaca]

read - **read** - read

[menulis]

write - **wrote** - written

[melompat]

jump - **jumped** - jumped

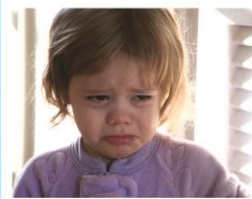
[_____]

ride - **rode** - ridden

[_____]

talk - **talked** - talked

[menangis]

cry - **cried** - cried

[tertawa]

laugh - **laughed** - laughed

[_____]

climb - **climbed** - climbed

[memasak]

cook - **cooked** - cooked

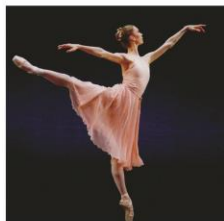
[_____]

wait - **waited** - waited

[menonton]

watch - **watched** - watched

[menari]

dance - **danced** - danced

[berkelahi]

fight - **fought** - fought

[_____]

fly - **flew** - flown

[minum]

drink - **drank** - drunk

[makan]

eat - **ate** - eaten

[_____]

listen - **listened** - listened

[membuka]

open - **opened** - opened

[menutup]

close - **closed** - closed

[melempar]

throw - **threw** - thrown

[_____]

turn on - **turned on** - turned on

[mematikan]

turn off - **turned off** - turned off

[bernyanyi]

sing - **sang** - sung

[menarik]

pull - **pulled** - pulled

[_____]

push - **pushed** - pushed

[memikirkan]

think - **thought** - thought

APPENDIX H

(WRITING RUBRIC)

ESL COMPOSITION PROFILE

Holly Jacobs, Stephen Zingraf, Deanna Wormuth, V. Faye Hartfiel, and Jane Hughey

Score	Level	Criteria
C O N T E N T	30-27	EXCELLENT TO VERY GOOD: knowledgeable • substantive development of thesis • relevant to assigned topic
	26-22	GOOD TO AVERAGE: sure knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic but still lacks detail
	21-17	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic
	16-13	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate
O R G A N I Z A T I O N	20-18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/supported • succinct • well organized • logical sequencing • cohesive
	17-14	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing
	13-10	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks original sequencing and development
	9-7	VERY POOR: does not communicate • no organization • OR not enough to evaluate
V O C A B U L A R Y	20-18	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register
	17-14	GOOD TO AVERAGE: adequate range • occasional errors of word/idiom choice and usage • word form mastery • appropriate register
	13-10	FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • meaning confused or obscured
	9-7	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate
L A N G U A G E	25-22	EXCELLENT TO VERY GOOD: effective, complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured
	17-11	FAIR TO POOR: major problems in simple/complex constructions • frequent errors of agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • meaning confused or obscured
	10-5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not

		enough to evaluate
M E C H A N I C S	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured
	2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate

APPENDIX I

(OBSERVATION CHECKLIST)

OBSERVATION SHEET

Cycle 1 : 1st Meeting

Day/Date :

Object : Researcher

Observer : Teacher

No.	Researcher's Activities	Yes	No	Description
1.	R opens the class by greeting and checking Ss' attendance.			
2.	R introduces the topic of the lesson.			
3.	R does some brainstorming with the Ss regarding the topic of the lesson.			
4.	R distributes a cue card showing the physical appearance of a person.			
5.	R asks Ss some questions about the cue card to stimulate Ss' ideas.			
6.	R distributes a complete text related to the cue card previously given.			
7.	R and Ss discuss the text and matches it with the facts found in the cue card.			
8.	R asks some questions about the text collectively to the whole class.			
9.	R delivers another cue card and discuss it with Ss.			
10.	R moves on to an incomplete text about the 2nd cue card and asks the Ss to complete it by choosing one of the options in the bracket.			
11.	R gives Ss a poster showing a person's physical appearance and let the Ss study it in pairs.			

12.	R and Ss discuss the poster. R asks the Ss if there is something they are still confused about.			
13.	R gives another cue card with incomplete text with hints of what Ss should write.			
14.	R tells Ss alternatives of describing people in a descriptive text.			
15.	R asks Ss to write their own text about someone they know.			
16.	R, together with Ss, conclude the lesson.			
17.	R ends the lesson by saying a prayer.			

OBSERVATION SHEET

Cycle 1 : 1st Meeting

Day/Date :

Object : Students

Observer : Teacher

No.	Researcher's Activities	Yes	No	Description
1.	Ss answer the R's greeting.			
2.	Ss actively discuss the topic of the lesson with R.			
3.	Ss answers questions asked by R about the cue card given.			
4.	Ss actively discuss the text given and matches it with the facts found in the cue card with R.			
5.	Ss answers the questions asked by R about the text.			
6.	Ss complete an incomplete text distributed by R according to a cue card by choosing one of the options available.			
7.	Ss discuss a poster showing physical appearance of a person in pairs.			
8.	Ss ask R about things they have not understood yet.			
9.	Ss complete a descriptive text by following the hints given in the text.			
10.	Ss study the alternatives of describing people in a descriptive text.			
11.	Ss write their own descriptive text about someone they know			

OBSERVATION SHEET

Cycle 1 : 2nd Meeting

Day/Date :

Object : Researcher

Observer : Teacher

No.	Researcher's Activities	Yes	No	Description
1.	R opens the class by greeting and checking Ss' attendance.			
2.	R introduces the topic of the lesson.			
3.	R discuss the previous lesson with Ss.			
4.	R distributes a cue card consisting picture series about a person's physical appearance, hobby, and occupation			
5.	R asks Ss some questions about the cue card to stimulate Ss' ideas.			
6.	R asks Ss to write a descriptive text related to the cue card previously given by looking at the hints.			
7.	R distributes another cue card and discuss it together with Ss.			
8.	R asks Ss to complete a table according to the cue card.			
9.	R asks Ss to write a descriptive text based on the table.			
10.	R asks Ss to observe one of their friends' physical appearance and write the description in a table available.			
11.	R asks Ss to fill another table by interviewing that one friend about his/her additional information.			

12.	R asks Ss to write a descriptive on their own by looking at the description in both of the tables.			
13.	R, together with Ss, conclude the lesson.			
14.	R ends the lesson by saying a prayer.			

OBSERVATION SHEET

Cycle 1 : 2nd Meeting

Day/Date :

Object : Students

Observer : Teacher

No.	Researcher's Activities	Yes	No	Description
1.	Ss, with R, discuss the previous lesson.			
2.	Ss answer the questions asked by R about the cue card given about a person's physical appearance, hobby, and occupation.			
3.	Ss write a descriptive text related to the cue card previously given by looking at the hints.			
4.	Ss and R discuss another cue card distributed by R.			
5.	Ss complete a table according to the cue card.			
6.	Ss write a descriptive based on the table.			
7.	Ss observe one of their friends' physical appearance and write the description in the table available.			
8.	Ss fill another table by interviewing that one friend about his/her additional information.			
9.	Ss write a descriptive text on their own by looking at the description in both of the tables.			
10.	Ss with R conclude the lesson			

OBSERVATION SHEET

Cycle 1 : 3rd Meeting

Day/Date :

Object : Researcher

Observer : Teacher

No.	Researcher's Activities	Yes	No	Description
1.	R greets the Ss.			
2.	R leads the ss to say a prayer.			
3.	R checks the Ss			
4.	R explains the purpose of the lesson including the achievement expected from the Ss.			
5.	R brainstorms the material about to be learned.			
6.	R asks the Ss about recount text to know their current understanding.			
7.	R gives the Ss a cue card of a series of pictures showing events in a recount text.			
8.	R discuss the pictures in the cue card with the Ss.			
9.	R gives the recount text about the cue card given before and letting the Ss read the text.			
10.	R asks the Ss to guess the meaning of the underlined verbs based on the pictures in the cue card.			
11.	R explains the generic structure, sequencing words, and the adverbs in the text.			
12.	R gives the Ss mini pictorial dictionaries containing verbs and its various forms, and asking the Ss to study the verbs.			

13.	R distributes another cue card to the Ss , and asking the students to change the verbs in the text into past tense form by choosing one of the options.			
14.	R asks the Ss to identify the sequencing words, adverbs of time/place, and the generic structure.			
15.	R gives the Ss another cue card, and asking the students to fill the table available based on the cue card.			
16.	R asks the Ss to write a recount text based on the table, including adding sequence words and adverbs.			
17.	R guides the Ss by asking questions to make a conclusion about the material learned in the meeting.			
18.	R leads the Ss to say a prayer.			

OBSERVATION SHEET

Cycle 1 : 3rd Meeting

Day/Date :

Object : Students

Observer : Teacher

No.	Researcher's Activities	Yes	No	Description
1.	Ss respond to R's greeting.			
2.	Ss say a prayer.			
3.	Ss respond to R's roll calling.			
4.	Ss listen to R's explanation.			
5.	Ss answers R's questions.			
6.	Ss analyse the cue card given by R.			
7.	Ss actively discuss the cue card with R.			
8.	Ss analyse the recount text about the cue card given previously.			
9.	Ss guess the meaning of the verbs in the text based on the pictures in the cue card.			
10.	Ss listen to R's explanation about the generic structure, sequencing words, and the adverbs in the text.			
11.	Ss study the verbs in the mini pictorial dictionary in pairs.			
12.	Ss analyse another cue card and changing the verbs into past form by choosing one of the options.			
13.	Ss identify the sequencing words, adverbs of time/place, and the generic structure of the text.			
14.	Ss fill a table based on the events portrayed in the cue card.			
15.	Ss write a recount text based on the information in the table filled previously.			

16.	Ss make a conclusion about the materials learned in the meeting.			
17.	Ss say a prayer.			

OBSERVATION SHEET

Cycle 1 : 4th Meeting

Day/Date :

Object : Researcher

Observer : Teacher

No.	Researcher's Activities	Yes	No	Description
1.	R greets the Ss.			
2.	R leads the ss to say a prayer.			
3.	R checks the Ss			
4.	R explains the purpose of the lesson including the achievement expected from the Ss.			
5.	R brainstorms the material about to be learned.			
6.	R asks the Ss about recount text to know their current understanding.			
7.	R gives the Ss a cue card of a series of pictures showing events in a recount text.			
8.	R discuss the pictures in the cue card with the Ss.			
9.	R asks the Ss to fill a table based on the cue card.			
10.	R asks the Ss to guess the meaning of the underlined verbs based on the pictures in the cue card.			
11.	R asks the Ss to add adverbs of time or place.			
12.	R asks the Ss to connect the events in the table by using sequencing words.			
13.	R asks the Ss to write the activities they did last weekend with the adverbs of time or place in the available table.			

14.	R asks the Ss to write their own recount text based on the information in the table by using sequencing words.			
15.	R guides the Ss by asking questions to make a conclusion about the material learned in the meeting.			
16.	R leads the Ss to say a prayer.			

OBSERVATION SHEET

Cycle 1 : 4th Meeting

Day/Date :

Object : Students

Observer : Teacher

No.	Researcher's Activities	Yes	No	Description
1.	Ss respond to R's greeting.			
2.	Ss say a prayer.			
3.	Ss respond to R's roll calling.			
4.	Ss listen to R's explanation.			
5.	Ss answers R's questions.			
6.	Ss analyse the cue card given by R.			
7.	Ss actively discuss the cue card with R.			
8.	Ss fill a table based on the cue card			
9.	Ss adds adverbs of time or place for each event in the table.			
10.	Ss connect the events in the table by using sequencing words.			
11.	Ss fill a table with the activities they did last weekend with the adverbs of time or place.			
12.	Ss write a recount text based on the information in the table filled previously by using sequencing words.			
13.	Ss make a conclusion about the materials learned in the meeting.			
14.	Ss say a prayer.			

APPENDIX J

(QUESTIONNAIRES)

LEARNING AND TEACHING STYLE SURVEY

Beri tanda silang (X) pada kotak yang sesuai.

SS: Sangat Setuju

S: Setuju

TT: Tidak Tahu

TS: Tidak Setuju

STS: Sangat Tidak Setuju

Contoh:

No.	Pernyataan	SS	S	TT	TS	STS
1.	Kamu lebih mengerti pelajaran bila guru menjelaskan secara langsung.		X			

(Kamu memberi tanda silang pada kotak S yang menunjukkan bahwa Kamu Setuju dengan pernyataan nomor 1.)

No.	Pernyataan	SS	S	TT	TS	STS
1.	Kamu lebih mengerti pelajaran bila guru menjelaskan secara langsung.					
2.	Kamu lebih bisa memahami pelajaran dengan mempraktekan/mengerjakan secara langsung.					
3.	Kamu merasa lebih efektif jika mengerjakan sesuatu secara berkelompok.					
4.	Kamu belajar lebih banyak ketika belajar bersama teman daripada belajar sendirian.					
5.	Di kelas, kamu lebih suka ketika disuruh untuk belajar berkelompok.					
6.	Kamu lebih mengerti pelajaran dengan membaca penjelasan guru di papan tulis.					
7.	Kamu mengerti lebih baik jika mendengar pelajaran secara langsung.					
8.	Kamu belajar lebih efektif ketika saya mengerjakannya sendiri secara langsung.					
9.	Kamu mengingat sesuatu dengan lebih baik ketika mendengarnya daripada hanya membacanya saja.					
10.	Kamu mengingat sesuatu dengan lebih baik ketika kamu melihat dan membaca tulisannya.					
11.	Kamu belajar lebih baik ketika membuat dan mempraktekannya sendiri apa yang telah diajarkan.					
12.	Kamu lebih mengerti jika membaca sebuah instruksi secara langsung.					
13.	Kamu lebih suka belajar sendiri daripada dengan belajar dengan teman.					
14.	Kamu belajar lebih efektif jika kamu membuat sesuatu untuk proyek kelas.					
15.	Kamu senang bereksperimen di kelas.					
16.	Kamu sering menggambar/mencorat-coret ketika belajar.					
17.	Kamu lebih paham ketika hanya mendengarkan					

	penjelasan guru walaupun tidak disertai latihan-latihan.					
18.	Kamu lebih suka belajar sendiri daripada berkelompok.					
19.	Kamu mengerti pelajaran dengan lebih baik jika dipraktikkan dalam sebuah <i>role-play</i> .					
20.	Kamu lebih bisa mengerti ketika mendengarkan penjelasan dari seseorang.					
21.	Kamu senang ketika harus bekerja berkelompok untuk mengerjakan tugas dengan dua atau tiga orang teman.					
22.	Kamu mengingat lebih baik jika membuat model dari materi yang telah disampaikan.					
23.	Kamu lebih suka belajar dengan orang lain.					
24.	Kamu lebih mengerti pelajaran jika membaca catatan daripada hanya mendengarkannya di kelas.					
25.	Kamu senang membuat sesuatu untuk proyek kelas.					
26.	Kamu belajar lebih baik ketika ikut berpartisipasi dalam aktivitas kelas.					
27.	Di kelas, kamu mengerjakan tugas lebih baik ketika mengerjakannya sendirian.					
28.	Kamu lebih suka melakukan proyek kelas sendiri.					
29.	Kamu belajar dengan membaca buku paket/panduan, bukan dari penjelasan guru.					
30.	Kamu lebih suka bekerja sendiri.					

Statement Number	Respondents' Sheet Number																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	4	4	4	3	3	3	3	4	3	3	4	3	4	4	3	3	3	3	3
2	4	3	3	4	4	3	3	2	4	4	3	3	4	3	3	3	3	3	3
3	2	3	3	3	3	2	2	2	2	3	3	4	2	2	2	2	2	3	3
4	2	3	3	4	4	3	3	2	3	3	4	3	3	3	2	2	3	4	4
5	1	3	3	4	4	3	3	2	3	4	3	3	4	3	1	1	3	3	4
6	1	4	4	2	2	3	3	2	3	2	2	3	3	3	2	1	3	3	3
7	1	2	2	3	3	2	2	1	4	4	3	2	2	1	2	1	1	2	2
8	4	4	4	3	3	3	3	3	2	4	4	2	3	4	4	4	3	3	4
9	2	2	2	3	3	3	3	4	3	3	3	2	3	4	4	2	4	2	2
10	4	4	4	2	2	4	4	4	3	1	1	3	4	3	3	3	4	4	3
11	4	4	4	3	3	4	4	3	3	3	3	4	3	4	3	4	3	3	4
12	4	4	4	2	2	3	4	3	3	4	2	4	4	4	3	4	4	4	4
13	3	2	2	2	2	3	3	4	2	1	1	2	3	3	4	4	3	1	2

14	4	4	4	3	3	3	3	2	2	4	3	3	3	3	2	4	3	4	3
15	4	4	4	2	2	2	2	2	3	2	2	3	2	2	3	3	2	2	4
16	1	1	1	1	1	1	2	3	2	2	2	1	1	1	3	1	2	1	4
17	1	2	1	1	1	1	1	1	4	2	2	2	1	1	1	2	1	1	2
18	4	2	2	2	2	2	3	3	2	1	2	1	3	3	3	4	3	2	2
19	3	3	3	3	3	3	3	3	3	3	3	3	4	4	3	3	3	3	3
20	3	1	1	3	3	2	2	2	2	4	4	2	2	2	2	3	2	1	2
21	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	4	3	3	3
22	4	3	3	3	3	3	3	3	3	3	4	3	3	4	3	4	3	3	3
23	2	3	3	2	2	2	4	2	3	2	2	3	3	3	2	2	4	4	4
24	4	2	3	2	2	3	3	4	3	1	1	4	3	3	3	4	3	3	3
25	4	3	4	2	2	2	2	3	2	2	2	3	2	2	3	3	1	3	3
26	4	3	3	3	3	3	2	2	2	3	3	2	3	3	3	3	3	2	3
27	2	3	4	3	3	3	3	3	3	3	4	3	3	4	4	2	3	4	4
28	3	2	2	2	2	2	2	1	2	2	2	2	2	2	1	3	2	2	2
29	1	2	2	2	2	2	2	2	3	1	2	1	2	1	1	2	2	2	2
30	2	3	2	2	2	2	2	2	3	2	1	2	1	1	2	2	1	2	2

VISUAL

Statement Number	Respondents' Sheet Number																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
6	3	4	4	4	4	3	3	2	3	4	3	3	3	3	4	1	3	3	3
10	4	4	4	3	3	4	4	4	3	3	4	3	4	3	4	3	4	4	3
12	4	4	4	4	3	3	4	3	3	4	3	4	4	4	3	4	4	4	4
24	4	2	3	3	3	3	3	4	3	3	4	4	3	3	4	4	3	3	3
29	3	2	2	4	4	2	2	2	3	4	3	1	2	1	3	2	2	2	2
TOTAL SCORE x 2	36	32	34	36	34	30	32	30	30	36	34	30	32	28	36	28	32	32	30
AVERAGE SCORE	32.21																		

TACTILE

Statement Number	Respondents' Sheet Number																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
11	4	4	4	3	3	4	4	3	3	3	3	4	3	4	3	4	3	3	4
14	4	4	4	3	3	3	3	2	2	4	3	3	3	3	2	4	3	4	3

GROUP

Statement Number	Respondents' Sheet Number																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
3	2	3	3	3	3	2	2	2	2	3	3	4	2	2	2	2	2	3	3
4	2	3	3	4	4	3	3	2	3	3	4	3	3	3	2	2	3	4	4
5	1	3	3	4	4	3	3	2	3	4	3	3	4	3	1	1	3	3	4
21	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	4	3	3	3
23	2	3	3	2	2	2	4	2	3	2	2	3	3	3	2	2	4	4	4
TOTAL SCORE x 2	20	30	30	32	32	26	30	22	26	30	30	32	30	28	20	22	30	34	36
AVERAGE SCORE	28.42																		

KINAESTHETIC

Statement Number	Respondents' Sheet Number																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
2	4	3	3	4	4	3	3	2	4	4	3	3	4	3	3	3	3	3	3
8	2	4	4	3	3	3	3	3	2	4	4	2	3	4	2	4	3	3	4
15	3	4	4	2	2	2	2	2	3	2	2	3	2	2	3	3	2	2	4

THE RESULT OF THE QUESTIONNAIRE

MAJOR LEARNING STYLE PREFERENCE (30.04 – 40.00)	MINOR LEARNING STYLE PREFERENCE (20.00 – 30.03)	NEGLIGIBLE (0 – 19.99)
VISUAL (32.21)	GROUP (28.42) TACTILE (28) AUDITORY (24.11) KINAESTHETIC (29.68) INDIVIDUAL (24)	-

EVALUATION QUESTIONNAIRE

Beri tanda silang (X) pada kotak yang sesuai.

SS: Sangat Setuju

S: Setuju

TS: Tidak Setuju

STS: Sangat Tidak Setuju

Sheet Number:

Contoh:

No.	Pernyataan	SS	S	TS	STS
1.	<i>Cue card</i> yang digunakan sudah baik dan jelas gambarnya.		X		

(Kamu memberi tanda silang pada kotak S yang menunjukkan bahwa Kamu Setuju dengan pernyataan nomor 1.)

No.	Pernyataan	SS	S	TS	STS
1.	<i>Cue card</i> yang digunakan sudah baik dan jelas gambarnya.				
2.	<i>Cue card</i> yang digunakan telah membantu saya dalam belajar bahasa Inggris.				
3.	<i>Cue card</i> yang digunakan telah sesuai dengan materi yang diajarkan.				
4.	Proses pembelajaran dilakukan dari yang termudah.				
5.	Latihan-latihan yang diberikan sudah cukup.				
6.	Materi yang diajarkan telah disampaikan dengan cara yang mudah untuk dimengerti.				
7.	Mbak Galih telah mengajar bahasa Inggris dengan jelas.				
8.	Mbak Galih dapat memotivasi saya untuk belajar bahasa Inggris.				
9.	Mbak Galih mengajarkan materi dengan cara yang mudah dimengerti.				
10.	Saya mendapat pengetahuan mengenai kosa kata baru dengan menggunakan <i>cue card</i> yang disertai kata dalam bahasa Inggris.				
11.	Saya dapat menggunakan lebih banyak variasi kata dalam tulisan saya dengan menggunakan kata-kata yang terdapat pada <i>cue card</i> .				
12.	Saya mengerti lebih banyak arti kata bahasa Inggris yang sebelumnya tidak saya ketahui.				
13.	Saya dapat menulis dengan lebih runtut dengan melihat contoh teks yang disertai <i>cue card</i> .				
14.	Saya telah dapat mengidentifikasi bagian-bagian teks dengan baik.				
15.	Saya dapat menulis dengan urutan yang benar dengan menggunakan <i>cue card</i> .				
16.	Saya lebih senang belajar bahasa Inggris dengan menggunakan <i>cue card</i> .				

17.	<i>Cue card</i> yang diberikan lebih memotivasi saya untuk belajar bahasa Inggris.				
18.	Saya lebih bersemangat ketika belajar dengan menggunakan <i>cue card</i> .				
19.	Saya lebih mudah menemukan ide untuk menulis dengan menggunakan <i>cue card</i> .				
20.	Tulisan saya menjadi lebih rinci setelah menggunakan <i>cue card</i> .				
21.	Tulisan yang saya tulis menjadi lebih menarik untuk dibaca.				

Statement Numbers	Respondents' Sheet Number																				Total Score per Item	Percentage	Mean of Total Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
1	4	3	4	4	3	4	3	3	4	3	4	3	3	4	4	4	4	4	3	3	71	88.75%	70.85 (88.56%)
2	4	3	4	4	3	4	4	4	4	4	4	4	3	4	4	3	3	4	3	3	73	91.25%	
3	4	4	4	3	3	4	3	4	3	4	3	3	4	3	4	3	4	4	3	3	70	87.50%	
4	3	4	3	3	4	3	3	4	3	4	4	3	3	3	3	3	4	3	4	3	67	83.75%	
5	4	4	3	3	4	3	3	3	2	3	4	3	3	3	3	4	3	3	4	3	65	81.25%	
6	4	3	4	3	4	4	4	4	3	3	3	4	4	4	3	4	4	4	4	3	73	91.25%	
7	4	4	4	4	3	4	4	4	4	3	3	4	3	4	4	3	4	4	4	4	75	93.75%	
8	3	4	4	4	4	4	4	4	4	4	4	4	3	4	3	4	4	4	4	4	77	96.25%	
9	4	4	4	4	4	3	4	4	3	4	4	3	4	4	4	4	4	4	4	3	76	95.00%	
10	4	3	4	4	3	4	3	4	3	3	4	3	3	3	3	4	4	3	4	4	70	87.50%	
11	4	3	3	3	4	4	4	3	4	4	3	3	3	4	3	4	4	3	3	4	70	87.50%	
12	3	3	3	4	3	4	4	3	4	4	3	2	4	4	3	3	4	3	4	3	68	85.00%	
13	3	4	3	3	4	3	3	4	3	4	4	4	3	4	4	4	4	3	3	3	70	87.50%	

14	3	4	3	2	3	3	3	3	3	4	3	3	2	3	3	4	3	3	4	3	62	77.50%
15	4	4	3	3	3	3	4	4	3	3	3	4	3	3	3	4	4	4	4	3	69	86.25%
16	4	3	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	4	4	3	75	93.75%
17	4	4	4	4	4	4	3	4	4	3	4	4	4	4	4	4	4	4	3	4	77	96.25%
18	4	4	4	4	3	4	3	4	4	3	4	3	4	4	4	4	4	4	4	4	76	95.00%
19	4	4	4	3	3	4	4	4	4	3	3	3	3	3	3	3	4	3	4	4	70	87.50%
20	3	3	3	3	3	3	4	3	3	4	4	3	3	4	4	3	4	3	3	4	67	83.75%
21	4	3	3	3	3	3	3	3	3	4	4	3	2	4	4	3	4	4	4	3	67	83.75%
Total Score per Respondent	78	75	75	72	72	76	74	77	72	75	76	70	68	77	73	75	80	75	77	71	CATEGORY: 1. Item Mean Score: Very Good 2. Respondent Mean Score: Very Good	
Percentage	92.85 %	89.28 %	89.28 %	85.71 %	85.71 %	90.47 %	88.09 %	91.66 %	85.71 %	89.28 %	90.47 %	83.33 %	80.95 %	91.66 %	86.90 %	89.28 %	95.23 %	89.28 %	91.66 %	84.52 %		
Mean of Total Score	74.4 (88.57%)																					

APPENDIX K

(PHOTOGRAPHS)

PHOTOGRAPHS



Picture 1: The students do the tasks



Picture 2: The students observe the cue card



Picture 3: A student write his text based on the cue card



Picture 4: A student looks at the poster to help her writing her text

APPENDIX L

(LETTERS)



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http: //www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 0279c/UN.34.12/DT/III/2014
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

3 Maret 2014

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Bakesbanglinmas DIY
Jl. Jenderal Sudirman No. 5 Yogyakarta 55231

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

USING CUE CARDS TO IMPROVE THE WRITING ABILITY OF THE 8TH GRADE STUDENTS AT SMP N 1 REMBANG IN THE ACADEMIC YEAR OF 2013/2014

Mahasiswa dimaksud adalah :

Nama : GALIH AMBARINI
NIM : 10202241043
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Maret – Mei 2014
Lokasi Penelitian : SMP N 1 Rembang

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:

1. Kepala SMP N 1 Rembang



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
BADAN KESATUAN BANGSA DAN PERLINDUNGAN MASYARAKAT
(BADAN KESBANGLINMAS)

Jl. Jenderal Sudirman No 5 Yogyakarta - 55233
Telepon : (0274) 551136, 551275, Fax (0274) 551137
YOGYAKARTA

Yogyakarta, 05 Maret 2014

Nomor : 074 / 622 / Kesbang / 2014
Perihal : Rekomendasi Ijin Penelitian

Kepada Yth. :
Gubernur Jawa Tengah
Up. Kepala Badan Penanaman Modal Daerah
Provinsi Jawa Tengah
Di
SEMARANG

Memperhatikan surat :

Dari : Dekan Fakultas Bahasa dan Seni UNY
Nomor : 0279c/UN.34.12/DT/III/2014
Tanggal : 3 Maret 2014
Perihal : Permohonan Izin Penelitian

Setelah mempelajari surat permohonan dan proposal yang diajukan, maka dapat diberikan surat rekomendasi tidak keberatan untuk melaksanakan penelitian dalam rangka penyusunan skripsi dengan judul proposal : **" USING CUE CARDS TO IMPROVE WRITING ABILITY OF 8TH GRADE STUDENTS AT SMPN 1 REMBANG IN THE ACADEMIC YEAR OF 2013/2014 "**, kepada :

Nama : GALIH AMBARINI
NIM : 10202241043
Prodi/Jurusan : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni UNY
Lokasi : SMP N 1 Rembang, Purbalingga, Provinsi Jawa Tengah
Waktu : Maret s.d Mei 2014

Sehubungan dengan maksud tersebut, diharapkan agar pihak yang terkait dapat memberikan bantuan / fasilitas yang dibutuhkan.

Kepada yang bersangkutan diwajibkan :

1. Menghormati dan mentaati peraturan dan tata tertib yang berlaku di wilayah penelitian;
2. Tidak dibenarkan melakukan penelitian yang tidak sesuai atau tidak ada kaitannya dengan judul penelitian dimaksud;
3. Melaporkan hasil penelitian kepada Badan Kesbanglinmas DIY.

Rekomendasi Ijin penelitian ini dinyatakan tidak berlaku, apabila ternyata pemegang tidak mentaati ketentuan tersebut di atas.

Demikian untuk menjadikan maklum.

KEPALA
BADAN KESBANGLINMAS DIY
KABID KESBANG
BADAN
KESBANGLINMAS
RUSDIYANTO
NIP.19631029-199003 1 004

Tembusan disampaikan Kepada Yth :

1. Gubernur DIY (sebagai laporan);
2. Dekan Fakultas Bahasa dan Seni UNY;
3. Yang bersangkutan.